

Министерство просвещения Российской Федерации  
федеральное государственное бюджетное образовательное учреждение  
высшего образования  
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и методики преподавания английского языка

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## ***ПРАКТИЧЕСКИЙ КУРС АНГЛИЙСКОГО ЯЗЫКА***

Учебное пособие для бакалавриата языкового факультета

ЧАСТЬ I

Екатеринбург 2020

УДК 811.111.1 (075.8)

ББК Ш143.21-9я7

П69

Рекомендовано Ученым советом федерального государственного бюджетного образовательного учреждения высшего образования  
«Уральский государственный педагогический университет»  
в качестве *учебного* издания (Решение № 66 от 16.11.2020)

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П69 Практический курс английского языка : учебное пособие для бакалавров языкового факультета / Н. В. Сандалова, Д. А. Старкова, А. Н. Мурзич [и др.] ; Уральский государственный педагогический университет, Институт иностранных языков. – Электрон. дан. – Екатеринбург : [б. и.], 2020. – Ч. 1. – 1 CD-ROM. – Текст : электронный.

ISBN 978-5-7186-1714-6 (ч. 1)

ISBN 978-5-7186-1713-9

Данное пособие разработано для занятий по дисциплинам «Практика речи английского языка (вводный курс)» и «Практический курс первого иностранного языка» со студентами первого курса, получающими профессиональное языковое образование в рамках программы бакалавриата. Цель учебного пособия – систематизировать необходимый для изучения лексический материал, синтезировав его с отработкой грамматических и фонетических навыков, интегрируя во все виды речевой деятельности на основе рецепции и продукции тематических монологических и диалогических текстов с акцентом на особенности межкультурной коммуникации.

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## Topic “Student’s Life”

### Speech Pattern «Говорят ...»

*They say he is the best student.*  
*Говорят, он лучший студент.*

*He is said to do well in all subjects.*  
*Говорят, он успевает по всем предметам.*

*It is said that he studies from morning till night.*  
*Говорят, он учится с утра до вечера.*

**Lead-in:** read the following quotations about school and say if you agree with them.

1. Education is what remains after one has forgotten what one has learned in school. – **Albert Einstein**
2. In school, you’re taught a lesson and then given a test. In life, you’re given a test that teaches you a lesson. – **Tom Bodett**
3. What makes a child gifted and talented may not always be good grades in school, but a different way of looking at the world and learning. – **Chuck Grassley**
4. Intelligence plus character that is the goal of true education. – **Martin Luther King Jr.**
5. Education is not the filling of a pail, but the lighting of a fire. – **William Butler Yeats**

## ***1. My school experience***

### ***Vocabulary on Student's life I***

#### **1. Stages of education, educational institutions (establishments)**

<b>№</b>	<b>Word or expression</b>	<b>Transcription</b>	<b>Translation</b>
1	Kindergarten		
2	primary school		
3	secondary school		
4	College		
5	University		
6	Lyceum		
7	grammar school		
8	comprehension school		
9	private / public school		
10	higher education		
11	post-graduate education		

#### **2. People in school**

<b>№</b>	<b>Word or expression</b>	<b>Transcription</b>	<b>Translation</b>
1	a school principal (a		
2	headmaster, a headmistress)		
3	an assistant principal / deputy headmaster		
4	a class teacher/head teacher		
5	a classmate / <u>deskmate</u> / schoolmate		
6	a teacher's pet / a		

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	teacher's favourite student		
7	a nerd		
8	a swot		
9	a know-(it)-all		
10	a bully		
11	a slacker		

### 3. Studying

№	Word or expression	Transcription	Translation
1	a school uniform		
2	a classroom		
3	a principal's office		
4	a laboratory / a lab		
5	a computer room		
6	a canteen		
7	a gymnasium / a gym		
8	a cloakroom		
9	a school hall		
10	a lesson / a class		
11	a break / lunchbreak		
12	a timetable / schedule		
13	a curriculum		
14	a vacation / on vacation		

#### 4. Conversational Phrases and Idioms

№	Word or expression	Transcription	Translation
1	to brush <b>up on</b> sth		
2	to give smb a hand <b>with</b> sth		
3	to go <b>in</b> one ear and <b>out</b> the other		
4	to know sth <b>inside out</b>		
5	to learn sth <b>by</b> heart		
6	to make a wild guess		
7	not to have a clue <b>about</b> sth		
8	to pick <b>up</b> sth. (ex. <i>I <b>picked up</b> some Spanish words on my trip to Madrid</i> )		
9	to major <b>in</b> sth		
10	leisure time		
11	to take time (ex. <i>How much time <b>does it take you</b> to do your homework?</i> )		
12	I can't help doing something		
13	It goes without saying		
14	To make <b>up</b> one's mind		
15	To give smb a hand <b>in</b> / <b>with</b> smth		
16	compulsory / optional subjects		

### 1.1. Reading practice 1

Read the text, give definitions to the words in *italics* and translate them

#### Remembering my school days...

*Hillary Clinton, September 8, 2015*

I loved school growing up. I'm a proud product of *public schools*, and I was lucky to have so many smart, *dedicated* teachers. I can still *recite* their names and something about each and every one of them today.

It's funny what school memories have stuck with me over the years: Miss Taylor reading to my first-grade class from Winnie-the-Pooh every morning. Miss Cappuccio, my second-grade teacher, *challenging us to* write from one to one thousand. It was an *impossible task* for our tiny hands, but the exercise taught me what it meant to *follow through on* big projects.



I was a classic *tomboy* all through elementary school. My fifth-grade class had the school's most incorrigible boys, and when Mrs. Krause left the room, she would put me or one of the other girls in charge. As soon as the door closed behind her, the boys would start acting up. I *got a reputation* for being able to *stand up to them*, which may be why I was elected co-captain of the safety patrol for the next year.

Then there was my sixth-grade teacher, Mrs. King, who *drilled us in grammar*, but also encouraged us to think and write creatively. She would say "Hillary, don't put your light under a bushel basket." It took me a while to learn what that meant, but it has stayed with me. It was an assignment from Mrs. King that led me to write my first *au-*



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*tobiography*, which I later found in a box of papers after I left the White House.

My teachers helped *to shape my childhood* – and my future. When it was time to make one of the biggest decisions of my adult life – where to attend college – I got much needed guidance from two teachers, Misses Fahlstrom and Altman. Had it not been for their *mentorship*, I would not have *considered* “going East” to Wellesley. But they encouraged me *to enroll in a college* that would stretch my wings and my mind, and I’ll always be glad that I did.



Beginning in *kindergarten* and all the way through *high school* and college, my teachers were among the biggest influences in my life. I have always been grateful for all they did to challenge and *support* me. I’ll be thinking about them, and every teacher returning to the classroom, on the first day of school.

To all of our teachers: Thank you for all you do to guide our kids and *inspire* a lifelong love of learning. And to parents and students: Wishing you all a happy and successful school year!

Source or the text: <https://aftvoices.org/remembering-my-school-days-2d060cb60d87>

1. Retell the text in the third person;
2. Find in the text the English equivalents for the following words and expressions: воспоминания о школе, крошечный, неисправимый, оставить кого-то за старшего (ответственного, главного), воодушевлять (поощрять), взрослая жизнь, содействие (направление), расправить крылья, влияние, быть благодарным, вечная любовь к учёбе (изучению чего-либо).

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3. Mrs. King told Hillary “Don’t put your light under a bushel basket.” What do you think it meant? What life lesson can we get from this phrase?

### 1.2. Vocabulary practice 1

1. Work in pairs. Give definitions to the following words:

Student 1	Student 2
compulsory subjects	high school
Inspire	leisure time
Uniform	timetable
Curriculum	kindergarten
Vacation	encourage

2. Make up 2 sentences (1 in English, 1 in Russian) using active vocabulary. Translate the sentences in pairs.

### 1.3. Reading practice 2

Read about the school memories. Give definitions to the words in *italics* and translate them

#### **School days: Your best and worst memories**

*Friday readers August 27, 2017*

*Friday’s readers remember lending pens, sleeping in the back row, and favourite teachers*

School has had to be the most boring time of our lives, but *equally* fun. One of the best memories was in Grade 9. We used to have two biology classes back to back on Tuesdays. The teacher used to forget her *schedule* (yay) and we would enjoy playing on the school grounds instead. Mind you, she hardly *attended* 40 per cent of our classes. – **Hema Lalwani**

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In the 8th grade my English teacher put my name up for the *Elocution Competition*. She probably thought I would be a *smooth talker* on stage because a) I loved writing (I still do) and b) I used to be a *chatterbox* (I still am). But I have always *suffered from* an acute *stage-fright* and however much I pleaded

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with her *to withdraw my name* was *in vain*. On D-Day, I was a *nervous wreck* but somehow managed to get through the first two *paragraphs*. Then I suddenly *sneezed*. I was so shocked that I forgot the rest and stood there blinking and sweating. A teacher escorted me off stage after some time. – ***Radhika Acharya***

-----

For me the best memory from school will be about Ms. Martin, my English teacher from India. I was never very good in studies, but Ms. Martin always *motivated me to succeed*. In fact she was the only teacher who gave me gift vouchers to buy books from the Dar Es Salaam bookshop to my very great surprise. Then she left Tanzania, and went back home to India. The world, my mum would always tell me, is round. And I again found Ms. Martin as *my next door neighbour* when I went to India for my *further studies*. If that wasn't *memorable*, imagine meeting her again on the streets of Mumbai while I was trying to catch the red bus. Whenever I go to India, I always *drop by* and meet my teacher from a school on a different continent. Not many are as lucky as me. – ***Rosmin Lukmanji***

-----

From having 'stomach aches' in the morning to waiting for *the last bell* to ring, the eight hours of school every day seemed like they'd never end, but they did. Now that I think of school, I only remember the fun I had. Like sitting on the back bench to sleep during history class and asking someone tall to 'cover' us. The favourite person of the class was the person who got *leftover pizza* for lunch. When a friend asks for a pen, you tell them 'sorry bro I only have this one'; when a *crush* asks and we give our very last pen, we turn to our friend to ask, 'dude give me a pen please'. The last page of all books was our creative corner, we *played tic-tac-toe*, drew the first thing that came to mind. The washroom was our escape, we'd take the shortest route to the washroom but walked as slow as possible taking the longest route back. The only fights we ever had were about who

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gets to sit behind the smartest kid in class during exams. I don't remember crying on the first day (although mum said I did) but I do remember crying on the last. – **Carol Sachdeva**

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My best memory in school was when I received a trophy in grade 9 because I won the *inter-house singing competition*. I was *jumping with joy* since it was my first trophy ever. My worst memory is that I slipped and fell into a muddy puddle in grade 3. I expected my friends to help me, but instead they were laughing at me. It made me very sad. – **Megna Rajagopal**

Source of the text: <https://fridaymagazine.ae/life-culture/school-days-your-best-and-worst-memories-1.2077105>

1. Do you remember your school years well? Did you like your school years? Were you happy at school?
2. What school did you go to? Did you like your school (the building, facilities, classrooms, location)?
3. What are your best and worst school memories?
4. What do you usually recollect more: your studies or your out-of-school activities?
5. Do you have a lot of friends from school? How do you keep in touch now, when you entered universities?

### 1.4. Listening practice 1

#### What makes a great teacher?

##### I. Pre-listening task

1. Check if you understand the meaning of the words. Which are qualities of a good teacher? Which of these qualities do only bad teachers have?

boring	Calm	clear	encouraging
enthusiastic	frightening	imaginative	inspiring
interesting	knowledgeable	patient	strict
tolerant	understanding	broad-minded	

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2. Choose the correct words in *italics*
- Her classes were so *boring/inspiring* that everyone fell asleep.
  - My teacher is very *patient/knowledgeable*. He explains things many times.
  - When students have problems, our teacher helps them. He is very *understanding/calm*.
  - The students know everything about the topic. They are extremely *patient/knowledgeable*.
  - My teacher is rather *strict/interesting*. No one dares to break the rules.
  - Our teacher is so *encouraging/boring* when we find things difficult, so we don't give up.

## II. Listening and comprehension tasks

1. Listen to two people discussing their teachers. Fill in the table below.

Teacher's name	Subject	Teacher's qualities	What were the lessons like	More information
Mr. Halsworth				
Miss Matthews				
Mrs. Sharp				
Mr. Ford				

2. Listen for the second time and fill in the gaps.
- We were always so ... in his classes.
  - He used to ... so much he'd go bright red in the face.
  - I really liked her lessons; they were so ... and enjoyable.

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- d. She used to make me ... at the front of the class, right under her nose, and ask me all the most ... questions.
- e. And if you ... a test, or forgot to do your homework, she would ... you.
- f. Yes, and he never ... his temper.

### III. Follow-up activities

1. What compulsory and optional subjects did you have there?
2. What were your favourite subjects at school? Which subjects did you hate?
3. How was language teaching organized in your school?
4. Remember your favourite teachers, why did you like them? What made you dislike the teachers?

Taken from New Total English Intermediate (Pearson Education Limited). Students' book by Rachael Roberts, Antonia Clare and JJ Wilson. Essex, 2011. P. 96.

### 1.5. Vocabulary practice 2

Translate the following sentences. Make use of the active vocabulary:

1. Наш преподаватель по химии знает свой предмет досконально, он очень терпеливый, никогда не кричит. Мы с моим соседом по парте обожаем химию.
2. Во время обеденного перерыва мы с друзьями пошли в столовую, а наш одноклассник-заучка остался в классе повторять формулы перед тестом по математике. Говорят, что он – любимчик учителя, никогда не заваливает тесты.
3. Вася – хулиган. Он плохо учится, никогда не делает домашние задания, знания у него влетают в одно ухо, из другого вылетают, а директор часто вызывает его к себе в кабинет. Иногда Васе все же удается случайно угадать ответ на вопрос учителя. Но обычно он понятия не имеет что ответить.

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4. – Я считаю, что лучшие учителя должны быть строгими. Если учитель строгий, то в его классе всегда идеальная дисциплина, все ученики делают домашнюю работу к каждому уроку, они знают его предмет досконально. – А я с тобой не согласен. Строгие учителя меня пугают. Они меня не вдохновляют, не поддерживают.
5. У меня ужасная боязнь сцены, я не мог выйти к доске и прочитать стихотворение, даже после того, как несколько дней учил его наизусть и постоянно повторял. Но мой учитель литературы понимающий, добрый и терпеливый. Он помог мне поверить в себя.
6. У меня остались приятные воспоминания о школе. Мы с подругами плакали на последнем звонке. Мы до сих пор поддерживаем отношения.
7. Моя младшая сестра ходила в садик, а с 1 сентября она пойдет в начальную школу! Она уже познакомилась с будущими одноклассниками и учителями.
8. – У вас в школе была форма? – Нет, мы носили повседневную одежду. – А у нас была форма. Если завуч видел нас в джинсах, он отправлял нас домой переодеться.
9. По расписанию у нас сегодня 6 уроков: математика, химия, физкультура, физика и 2 английских. Нужно успеть после занятий в спортзале сходить в столовую на перерыве на обед.
10. Летом мы с родителями ездили в Испанию, там я выучил несколько выражений. Теперь я хочу начать изучать испанский язык.

### 1.6. Reading in the original

Work in pairs. Read a part of the text and retell to each other in turns.

**“Harry Potter and the Philosopher’s stone” by J.K. Rowling  
(extract from Chapter 8 “The Potions Master”)**

**Text for student 1**

They had to study the night skies through their telescopes every Wednesday at midnight and learn the names of different stars and the movements of the planets. Three times a week they went out to the greenhouses behind the castle to study Herbology, with a dumpy little witch called Professor Sprout, where they learned how to take care of all the strange plants and fungi, and found out what they were used for.

Easily the most boring class was History of Magic, which was the only one taught by a ghost. Professor Binns had been very old indeed when he had fallen asleep in front of the staff room fire and got up next morning to teach, leaving his body behind him. Binns droned on and on while they scribbled down names and dates, and got Emetic the Evil and Uric the Oddball mixed up.

Professor Flitwick, the Charms teacher, was a tiny little wizard who had to stand on a pile of books to see over his desk. At the start of their first class he took the roll call, and when he reached Harry’s name he gave an excited squeak and toppled out of sight.

Professor McGonagall was again different. Harry had been quite right to think she wasn't a teacher to cross. Strict and clever, she gave them a talking-to the moment they sat down in her first class.

“Transfiguration is some of the most complex and dangerous magic you will learn at Hogwarts,” she said. “Anyone messing around in my class will leave and not come back. You have been warned.”

Then she changed her desk into a pig and back again. They were all very impressed and couldn't wait to get started, but soon realized they weren't going to be changing the furniture into animals for a long time. After taking a lot of complicat-



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ed notes, they were each given a match and started trying to turn it into a needle. By the end of the lesson, only Hermione Granger had made any difference to her match; Professor McGonagall showed the class how it had gone all silver and pointy and gave Hermione a rare smile.

The class everyone had really been looking forward to was Defense Against the Dark Arts, but Quirrell's lessons turned out to be a bit of a joke. His classroom smelled strongly of garlic, which everyone said was to ward off a vampire he'd met in Romania and was afraid would be coming back to get him one of these days. His turban, he told them, had been given to him by an African prince as a thank-you for getting rid of a troublesome zombie, but they weren't sure they believed this story.

### **Text for student 2**

For one thing, when Seamus Finnigan asked eagerly to hear how Quirrell had fought off the zombie, Quirrell went pink and started talking about the weather; for another, they had noticed that a funny smell hung around the turban, and the Weasley twins insisted that it was stuffed full of garlic as well, so that Quirrell was protected wherever he went.

Harry was very relieved to find out that he wasn't miles behind everyone else. Lots of people had come from Muggle families and, like him, hadn't had any idea that they were witches and wizards. There was so much to learn that even people like Ron didn't have much of a head start.

Friday was an important day for Harry and Ron. They finally managed to find their way down to the Great Hall for breakfast without getting lost once.

"What have we got today?" Harry asked Ron as he poured sugar on his porridge.

"Double Potions with the Slytherins," said Ron. "Snape's Head of Slytherin House. They say he always favors them – we'll be able to see if it's true."

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“Wish McGonagall favored us,” said Harry. Professor McGonagall was head of Gryffindor House, but it hadn’t stopped her from giving them a huge pile of homework the day before.

Just then, the mail arrived. Harry had gotten used to this by now, but it had given him a bit of a shock on the first morning, when about a hundred owls had suddenly streamed into the Great Hall during breakfast, circling the tables until they saw their owners, and dropping letters and packages onto their laps.

Hedwig hadn't brought Harry anything so far. She sometimes flew in to nibble his ear and have a bit of toast before going off to sleep in the owlery with the other school owls. This morning, however, she fluttered down between the marmalade and the sugar bowl and dropped a note onto Harry's plate. Harry tore it open at once. It said, in a very untidy scrawl:

“Dear Harry,

I know you get Friday afternoons off, so would you like to come and have a cup of tea with me around three?

I want to hear all about your first week. Send us an answer back with Hedwig.

Hagrid”

Harry borrowed Ron's quill, scribbled “Yes, please, see you later” on the back of the note, and sent Hedwig off again.

It was lucky that Harry had tea with Hagrid to look forward to, because the Potions lesson turned out to be the worst thing that had happened to him so far.

### 1.7. Listening practice 2

#### Schools in Great Britain

##### I. Pre-listening task

###### 1. Translate the vocabulary:

a state school

a boarding school

a trumpet

a flute

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to complete the homework  
(to get) a detention  
a grading system  
to get / lose points for something  
bad behavior  
lateness

to answer back  
to talk in class  
to treat somebody like a child (like children)  
a young adult  
to get good exam results  
a competitive career

2. Do you think British schools differ from our schools? Work in pair and write down any differences you think there might be. Think about areas such as age, exams, subjects, clothes, etc.

### II. Listening and comprehension tasks

1. Listen to four British teenagers talking about their schools. Fill in the table below.

Name	Type of school	Doesn't like	Enjoys
Sophie			
Jack			
Ryan			
Louise			

2. Some teenagers are now going to give you some information about the education system in Britain. Listen and complete the missing information.

State education is free but some parents pay for ... education. Private school are very expensive and about ...% of British kids go to them. Children go to nursery school from ... years old to ... years old. They go to primary school when they are ... years old.

They start secondary school at 11. Children in the UK must go to school until they are ... years old. They can stay at school for two more years until they are ... years old. Children at secondary school in Britain have to study ... subjects. The

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main subjects are English, mathematics and ... . Children must spend more time studying these subjects.

The other subjects are history, ... , art, one foreign language (French is the most usual), design and technology, physical education and ... .

When they are 16 years old, students have to take General Certificate of Secondary Education exams (GCSEs) in

as many subjects as they can manage, often about ... or ten.

At 18, they take A levels which qualify them for entry to ... . Students in the UK specialise early, choosing just three or four subjects to study at A level. About ...% of young people go to university or college.

### III. Follow-up activities

1. Were you right about the differences between English and Russian schools? Have you found any other differences?
2. Do you think that more Russian students go to universities compared to the British ones? Why do you think so?

Taken from Timesaver Intermediate Listening by Judith Greet, p. 28

### 1.7. Reading practice 3

#### British school stereotypes

#### I. Pre-reading vocabulary task

Match the words and expressions (1-8) with the definitions (a-h):

1. A nerd	a. School work that you do at home
2. To day-dream	b. A person who attacks smaller, weaker people
3. Homework	c. A person who studies a lot
4. A know-it-all	d. To avoid work or school by staying away or

	leaving early
5. A weirdo	e. Someone who doesn't know how to make friends and is not fashionable
6. A swot	f. A person who behaves as if they know everything
7. To skive off	g. A strange person
8. A bully	h. To have pleasant thoughts that make you forget about the present

## II. Read the text about stereotypical British student types. Pay attention to the words in *italics*

How was your school life? Did you enjoy it? Or did you hate it? Of course, your experience at school depended on many things, the school itself, the teachers and the pupils. What are British school children like, you may *wonder*. Well, most of time they're just like school children from all over the world. They want things like *extra playtime*, no homework and *permission* to go to the toilet when the class gets boring. However, in every British class there are some distinct types of pupil. We've identified a few of these *stereotypes* and we'd like to tell you all about them.

### TYPES OF STUDENTS

**The Nerd.** The nerd knows absolutely nothing about fashion, popular music or sport. They are generally *excellent* at Maths and Science and are usually *highly intelligent*. At school they are often the *victim* of *cruel jokes* or *comments* because of their clothes and hair. Nerds hate sport and they hate gym class, especially on cold winter days when they have to go out and play football. They stand on the *pitch* trying to keep warm and hoping no one will notice them. They spend the whole of the lesson trying to avoid the ball. They are usually blamed for any poor performance by their team. In class they sit there day-

dreaming and thinking about *nuclear physics* and things like that. At home they love reading, playing computer games and *surfing the net*. Nerds want to be Bill Gates when they are older.

**The Bully.** Bullies spend their school lives thinking of cruel jokes to play on the weaker students. Some of their favourites include: Toilet Flushing: this consists of putting the victim's head down the toilet and pulling the chain. The Strip: this involves stripping the victim and inviting other pupils to come and laugh. Wedgies: this consists of lifting the victim up, putting the victim's pants over a coat-hook and leaving them in a most *embarrassing* position. Book Stealing: this involves stealing books and throwing them in a *puddle*, making them wet and dirty. Tax collection: this consists of inviting the victim to make a voluntary donation of one pound a day to the bully. When they're older, bullies want to be soldiers, police officers or school P.E. teachers.

**The Know-It-All.** The know-it-all spends class time thinking of questions to ask the teacher. They are the ones who always *put their hands up* first when the teacher asks a question – even if they don't know the answer. Me! Me! they shout until they *get the teacher's attention*. They love it when they do well in exams and they'll let the rest of the class know all about it, saying things like, "Hey! Look what I got in the history exam", or "Didn't you pass? I did." Know-it-alls want to be *prime ministers* when they're older.

**The Class Weirdo.** The class weirdo is the quiet student who *sits at the back of the class* and *never says a word*. Class weirdoes spend their time in class *doodling* and writing "I hate life" all over their books. Out of school, they enjoy smoking, *shoplifting* and cruelty to animals. They frequently skive off. They hate their parents and the only time they talk to them is to ask for money. Class weirdoes want to burn the school down. According to statistics, about 10% of British children *suffer from mental disorders* such as *anxiety*, depression, *obsessions*,

and paranoia. This explains why there are so many weirdoes in British schools.

**The Teacher's Pet.** The teacher's pet is the one who loves to help the teacher. They sit in the front of the class and are always asking if there's anything they can do. They love to hear the teacher say "good boy" or "good girl". They will quite happily *snitch on* their classmates when someone has been *naughty*. Out of class they spend their time drawing pictures and writing letters to the teacher. When they are older, teacher's pets want to be teachers.

**The Class Joker.** The class joker will do anything to get attention, even *at the risk of* looking silly or getting into trouble. They love playing tricks on the teacher. Some of their favourites include leaving *drawing pins* on the teacher's seat and throwing *paper aeroplanes* around the class when the teacher isn't looking. They are popular with their classmates, and even the teacher finds them amusing *at times*, although they would never *admit* it. At home they are often bored because there is no one to *impress*. They spend the evening sitting on the sofa eating chocolate or preparing things to say the following day at school. As adults they often become clowns.

**The Swot.** The swot always *turns up* at school neat, tidy and *perfectly organized*. They have *pencil cases* with everything they could possibly need for class: *rulers*, coloured pens, pencils, etc. In class, they pay careful attention to everything the teacher says and *take detailed notes*. They *study hard* for all their exams and always *do well*. Their work is always perfect and beautifully presented. At home, they always do their homework and they won't go out to play until they've finished everything. When they aren't studying, they enjoy *stamp collecting*, sticking pictures in albums or playing games on the computer. They have very *supportive parents* who often actively help with homework or class projects. Swots want to be university research scientists when they are older.

**The Class Leader.** The class leader is the sporty, good-looking one with trendy parents. They know what clothes to wear, what music to listen to and generally know how to be cool. In class they often *pass secret notes* around to other pupils. They like to control the class by deciding who their best friend is. In the *playground*, they form exclusive *gangs* or *cliques*. They also organize games and make cruel decisions about who can *join in*. At home they spend their time reading magazines and *gossiping* to their friends on the phone. Class leaders often become salespeople, bank clerks or estate agents.

**The Trendies.** The trendies are the group of kids who think they are better than all the rest. They experiment with drinks and smoking earlier than other kids and they think they're really cool. They often listen to *obscure* music that no one else has ever heard of or can even understand. They have their own uniform that *makes them easily identifiable*. They often become civil servants or English teachers.

Taken from Hot English Magazine № 12, p. 2-3.

### III. Follow-up activities:

1. Do Russian pupils have similar stereotypical roles at school?
2. Were you one of these types? Was any of your classmates one of these types?
3. What are the most difficult students for teachers to work with? Can you give advice how to deal with these types of students?
4. Why do children play certain roles at school? Does it help them to socialize?



### 1.8. Dialogue practice

Read the following dialogues. Study the vocabulary. Make up your own dialogues with the active vocabulary. Learn dialogue 2 by heart.

#### Dialogue №1

**Maggie:** Hi, I'm Maggie

**Mr. Jarvis:** I'm sorry?

**Maggie:** Maggie Brown. I'm the mother of Billy. I was told you would be here. You're his English teacher, aren't you?

**Mr. Jarvis:** Oh, of course. Billy's mother. Hi, nice to meet you. Yes, I wanted to speak to you about Billy's work.

**Maggie:** I hope there isn't a problem.

**Mr. Jarvis:** Well, not exactly. I think Billy *has made some good improvements* this year compared to last year.

**Maggie:** Well, of course. Last year, we were new to the area. You know, we moved here from Los Angeles and it wasn't a very settled time for Billy, well all the family really. So Billy probably didn't *do his best work* last year. But I thought he had *improved enormously* this year. That's the case, isn't it?

**Mr. Jarvis:** As I was saying, I think Billy most certainly **HAS** improved a lot since last year. I just think there are one or two other things he needs to work on so I wanted to have a chat with you this evening.

**Maggie:** Well, I'm sure he's been doing his very best. You know, he's only 12 and it's not easy when...

**Mr. Jarvis:** ...yes, yes, certainly Mrs. Brown. Part of what I wanted to say to you tonight is that Billy's work has been much better. We put a story that he wrote back in March in the school newspaper. Did you see it?

**Maggie:** I can't believe it! I never had any idea. He's such a *modest* boy. He would never show me anything like that.

**Mr. Jarvis:** Oh, really? I'm surprised you never got to see it. It really was a *well-crafted piece of writing*. Very *mature* article considering the age of Billy.

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**Maggie:** Well, I don't know what to say... but, you said he was having problems?

**Mr. Jarvis:** He is still having enormous difficulties with his *spelling* and it concerns me.

**Maggie:** Yes, spelling has always been his *weak point*. We have tried at home to help him. His sister, Kathy, often spends time with him, *testing him on words* that he often *gets wrong*. I'm sure that's *helpful*, isn't it?

**Mr. Jarvis:** Oh yes, *without a doubt*. And he's enjoying *doing extra work* at home, isn't he?

**Maggie:** Yes, he knows it's important to be able to spell better. But he's always had trouble getting his words right... you know, when he's writing. You don't think there's anything more serious wrong with him, do you?

**Mr. Jarvis:** I think it's possible he may *have a mild form of dyslexia*. You've heard of dyslexia, haven't you?

**Maggie:** Yes, of course I have. But you're not seriously suggesting Billy has dyslexia, are you?

**Mr. Jarvis:** Dyslexia comes in many shapes and sizes... of different severity. I would like to send him to see a specialist and I wanted to speak to you about it first. This wouldn't be a problem for you, would it?

**Maggie:** No, of course not. I'll do anything I can to help. You've got me really worried now though...

**Mr. Jarvis:** Oh Mrs. Brown, it's nothing to worry about. My own son had a mild form of dyslexia when he was Billy's age and he's now a *published author*! Telephone the school office tomorrow morning and we can arrange an appointment for early next week.

**Maggie:** Ok, thank you Mr. Jarvis. I'll telephone the office at 9 o'clock sharp.

**Mr. Jarvis:** That'll be fine. Now, have a good evening.

### Dialogue №2

**Jean:** There's a new teacher of English, I wonder what she is like?

**Polly:** We've had her lesson today, and I think she is rather nice. She seems to know the subject inside out. Just imagine, she went on talking English all the time!

**Jean:** What on earth was the use of doing that if you didn't know what she was prattling about? All you heard was a jumble of words.

**Polly:** Nothing of the kind. Some things she translated, others we simply caught on to. We've got a great bang out of the lesson!

**Jean:** And our group never feels like studying. We'll sniff this probationer out.

**Polly:** Well, this trick is sure to fall flat. We gave it a whirl, but our tutor didn't lose her temper. She just cooked up a joke off the cuff.

**Jean:** By the way, we have a new girl in class. Oh, my! Is she boisterous!

**Polly:** You don't say so! Jean, you've already chummed up with her, haven't you?

**Jean:** That's for sure. Her name is Ruth and she is awfully quick on the uptake. She has become part and parcel of the class in no time.

**Polly:** I heard the deputy headmaster give her a calling down for an unmanageable behavior. They'll summon her folks to school.

**Jean:** Never mind. She has the gift of the gab and will wriggle out somehow.

**Polly:** Here's the bell. We must dash.

### Suggested topics for the follow-up dialogues:

1. A dialogue between two ex-classmates about their school memories.
2. What makes a good teacher?
3. A parent and a teacher discuss the child's achievements.
4. Two friends discuss their classmates.

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5. The students discuss their favourite subjects at school.

6. Learning a foreign language takes a lot of effort.

### **Suggested topics for the follow-up essays:**

7. How can a student overcome stage fright?

8. Should Gym classes be obligatory?

9. Can a class size influence student performance?

10. Is there a way to deal with bullies in schools?

11. Should students evaluate their teachers?

12. What is more difficult – teaching or learning?

### **1.9. Discussion practice**

Work in groups of 3-4, each group is a committee, which has to work out a plan for school education reform. Write a list of changes that you would like to make.

You may want to consider something of the following:

1. Subjects (compulsory and optional);
2. Organization of the working day;
3. Examinations, tests, assessment;
4. Teacher-student relationships;
5. Facilities (classrooms, equipment), etc.

### **1.10. Vocabulary practice 3**

#### **I. Complete the table with the missing words:**

Verb	Noun	Adjective
	imagination	
know		
	fright	
encourage		
		inspiring
	tolerance	
		boring
clarity		

**II. Replace the word in brackets with the correct part of speech (verb, adjective or noun):**

1. He is very (~~imagination~~) *imaginative*, and has a lot of creative ideas.
2. I really hate the feeling of (boring). \_\_\_\_
3. Can you please (clarity) \_\_\_\_ one thing: what am I supposed to do?
4. You need to be more (tolerance) \_\_\_\_ when people don't agree with you.
5. I don't know why, but the spiders really (fright) \_\_\_\_ me.
6. He is very (know) \_\_\_\_ about his country's history and its customs.
7. Having (patient) \_\_\_\_ with children when they are learning new things is very important.

**III. Which subjects do you associate with the sentences below?**

1. I **haven't got a clue** about this formula.
2. When the teachers asked me about bacteria, I **made a wild guess**.
3. I **know** Puccini's operas **inside out**.
4. Simon is the **teacher's pet** and always gets excellent marks for his paintings.
5. My teacher **gave me a hand with** my project about African deserts.
6. I **passed** the vocabulary test **with flying colours**.
7. Learning the table of elements was **a piece of cake**.

**IV. Match the phrases in bold from task II (sentences 1-7) with their following definitions (a-g):**

- a. Help someone;
- b. Very easy;
- c. Don't know anything about something;
- d. The teacher's favourite student;
- e. Know a subject or topic very well;

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- f. Give an answer without thinking (the answer may be completely wrong);
- g. Do very well indeed in an exam.

### V. Match the phrasal verbs in bold (1-5) with their definitions (a-e):

- 1. I **picked up** a lot of new words when I visited Poland last summer;
  - 2. I need to **brush up on** the theories of Sartre;
  - 3. I always used to **mess around in** lessons. The teacher got really cross;
  - 4. The exam is in a couple of weeks. I must **get down to** some work;
  - 5. I found the course really difficult. Luckily, I **got through** the exam.
- a. Passed;
  - b. Learned something without trying;
  - c. Start doing something which needs time or energy;
  - d. Do things which are silly or not useful;
  - e. Practise something so that you are as good at it, as you used to be.

### VI. Complete the following sentences so that they are true for you. Work in pairs. Discuss your sentences:

- 1. I know ... inside out.
- 2. I haven't got a clue about ... .
- 3. I sometimes make a wild guess if... .
- 4. I ('ve) learned ... by heart.
- 5. ... is a piece of cake!
- 6. I need to brush up on ... .
- 7. The last time I gave someone a hand was ... .

### VII. Match the adjectives from the list with the sentences:

boring	encouraging	inspiring
knowledgeable	patient	understanding

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1. He knows so much about so many things. *Knowledgeable*.
2. His books are wonderful. They give me lots of ideas. \_\_\_\_
3. She can always deal with difficult situations without getting angry. \_\_\_\_
4. He talks too slowly and doesn't say anything interesting. \_\_\_\_
5. You can talk to her about your problems, and she knows how you are feeling. \_\_\_\_

## 2. *Entering the university*

### *Vocabulary on Student's life II*

#### 1. People at the university\*

№	Word or expression	Transcription	Translation
1	an applicant (for entry)		
2	(a) professor		
3	(a) senior teacher		
4	(an) associate professor		
5	(an) assistant professor		
6	(a) dean / dean`s office		
7	(a) head of department		
8	a first-year student (BrE)/freshman (AmE)		
9	a second-year student (BrE)/sophomore (AmE)		
10	a part-time student		
11	a full-time student		
12	a full-time/part-time/extra-mural department		
13	a student council		

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14	an undergraduate		
15	a graduate		
16	a lecturer		
17	a tutor		
18	teaching staff		

\* in some contexts there is no article with titles etc. (ex. He was elected President)

### 2. Studying

№	Word or expression	Transcription	Translation
1	a Bachelor's degree		
2	a Master's degree		
3	a campus		
4	to carry on scientific/research work		
5	a certificate		
6	a diploma (a diploma in marketing, a High School diploma)		
7	to enter (a) university		
8	an educational system		
9	to do postgraduate work		
10	to graduate/to graduate from a university		
11	a thesis, dissertation on sth (e. g. to submit/present a thesis/dissertation on a certain subject, topic)		
12	a tutorial		
13	a seminar		
14	a practical class		



15	to train <b>in</b> sth		
16	to tutor (smb <b>in</b> Latin)		

### 2.1. Reading practice 1

Work in pairs. Read two texts about Ural State Pedagogical University, retell them to each other. Give definitions to the words in *italics* and translate them

#### Text for student 1

##### Ural State Pedagogical University

USPU *was founded* in 1930. This is one of the oldest universities in the Urals. Ural State Pedagogical University is one of the leading pedagogical universities of Russia, the best pedagogical university of the Ural Federal District. Ural State Pedagogical University is the main supplier of teaching staff for the Sverdlovsk region.

Over its long history, USPU has trained over 100 thousand *highly qualified specialists*. Among its graduates and today's students are the heroes of Russia, winners of the *annual* Russian and regional competitions "Teacher of the Year", *public figures*, world and European *champions*, the Olympic Games champions, leaders and active figures of public organizations and associations. Ural State Pedagogical University is a center of science, education and culture that *conducts fundamental and applied research in a wide range of* psychological, pedagogical, humanitarian, natural sciences (geographical, biological, environmental, chemical) *areas of science*. Education at the university is carried out at many levels of higher education (undergraduate, postgraduate) and additional education.

The mission of the Ural State Pedagogical University is to educate and develop a socially and professionally *competent* person, to train creatively-minded specialists who can increase the *intellectual potential* of Russia based on the optimal combination of fundamental university education and *practice-oriented* profile training, taking into account the requirements of

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the time. The educational process, *research* and innovation, educational work *is provided* at Ural State Pedagogical University by a team of highly qualified teachers. The university employs over 60 doctors and professors, more than 300 candidates of sciences and associate professors, many of them full members and corresponding members of the Russian Academy of Sciences.

The source of the text:

<https://www.gbif.org/ru/publisher/363c01c3-12ab-42b6-aab9-7e0fb32bcfb1>

### Text for student 2

#### Welcome to Ural State Pedagogical University

Welcome to Ural State Pedagogical University, one of the oldest and largest university of the Ural region. Founded in 1930, our University has been fulfilling the mission of education for almost 90 years, because our students are schoolteachers, kindergarten teachers, teachers of secondary special and higher educational institutions, teachers of additional education after graduation. Graduates of USPU live and work in accordance with the *motto* of the University: "To teach and to learn!" at any stage of life, at any level of education.

USPU trains teachers following Federal state educational standards. USPU graduates teach at the highest level of these subjects: the Russian language and Literature, Chemistry, Biology, Geography, Foreign Languages, History and Social Studies, Music, Art and Physical Education. Our *psychologists*, *pathologists* and *special psychologists* are famous *far beyond the region*. Many graduates then do basic science or occupy high positions in the management of education. They reveal the ability to lead research work during the study, because the entire *educational process* and *extracurricular activities* are aimed at the formation of leadership qualities of students, to *foster* responsibility, courage, creative spirit, caring attitude to their work, which are so necessary for a modern specialist.

Ural State Pedagogical University is open for those who want to become a teacher and are confident in their future *voca-*

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*tion*. We invite everyone who loves this profession and wants to call it his own, but for some reason doubts whether it will be enough for the necessary qualities. Our teaching staff will help such applicants to understand that ready-made teachers are rarely born, they enter this profession gradually and systematically, *step by step*. To enter USPU means to choose one of the most necessary professions and, following the path of *self-improvement*, to become over time one of those teachers who are loved and remembered.

The source of the text: <https://uspu.ru/eng/>

1. Why did you enter USPU? Why did you decide to choose the Institute of foreign languages?
2. What plans for the future career or further education do you have?

### *Vocabulary on Student's life III*

№	Word or expression	Transcription	Translation
1	to be absorbed <b>in</b> sth/		
2	to keep <b>in</b> one`s head		
3	to be bored <b>with/of</b> sth, doing sth		
4	to be good <b>at</b> sth		
5	to do well <b>in</b> sth		
6	to have a good command <b>of</b> sth		
7	language proficiency		
8	to be <b>on</b> good terms <b>with</b> (grammar)		
9	theory and practice should go hand <b>in</b> hand		
10	not to stir one`s little finger		

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11	to be/get used <b>to</b> sth, doing sth		
12	to catch <b>up with</b> smb (ex. to catch <b>up with</b> the group)		
13	to lag/fall <b>behind</b> smb		
14	a composition		
15	an essay		
16	a reproduction (trans- position)		
17	to burn the midnight oil/to sit up late		
18	to devote much time <b>to</b> studies		
19	to get down <b>to</b> work		
20	to give up/to give in		
21	to have a lecture on/a seminar on/a class in sth to improve (grammar, pronunciation, etc.)		
22	to lack (fluency, etc.)		
23	a library card		
24	a student (membership) card		
25	to make progress <b>in</b> sth		
26	to master (a language)		
27	to adjust oneself <b>to</b> student's life		
28	to be resident <b>on</b> cam- pus/to live in the dor- mitory (dorm)		
29	a student's hostel/hall of residence		

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30	to memorize/to re-member/to recollect/to recall		
31	to attend all the classes		
32	to miss classes (for a good reason)/to cut/play truant from/		
33	play hooky from/skip (classes, lectures, etc.)		
34	truancy/a truant		
35	to disrupt classes		
36	to neglect (studies, etc.)		
37	to take pains		
38	inherent (inborn) qualities/acquired qualities		
39	to put off		
40	to take/do a degree		
41	to take/make notes <b>of</b> a lecture/ <b>at</b> a lecture/ <b>on</b> a lecture		
42	to train <b>in</b> sth		
43	a tuition/to pay tuition fee		
44	a grant		
45	a gap <b>in</b> one's knowledge/to bridge a gap		
46	to study <b>in</b> the first/second shift		
47	to be born to be a teacher		
48	to get rid <b>of</b> mistakes		
49	to look <b>up</b> words <b>in</b> a		

	dictionary/to consult a dictionary		
50	to work <b>by</b> fits and starts		

## 2.2. Listening practice 1

### Arriving late to class

#### I. Pre-listening task

Match the definitions (a–f) with the vocabulary (1–6).

1. .... to hand something in	a. to hear
2. .... to get something	b. to give something to a teacher or person in authority
3. .... to have to do with	c. to understand something
4. .... to catch (what someone said)	d. to return something to someone who had it before
5. .... to make sense	e. to be easy to understand
6. .... to give something back	f. to be related or connected to

#### II. Listening and comprehension tasks

1. Listen to the conversation between two students. Mark if the sentences are **true (T)** of **false (F)**:

- The class started five minutes ago;
- The teacher will hand back the tests next Thursday;
- The boy shares his textbook with the girl;
- The teacher is going on about search engines;
- The boy thought this class was about the French Revolution;
- The boy is in the wrong class.

2. Put the words in the sentences in the correct order:

- I/missed/what/have?
- did/the mid-term/he/say/anything/about?
- catch/I/didn't/that.

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- d. mean/SEO/what/does?
- e. get/don't/I/it.

### III. Follow-up activities

1. Have you ever arrived late to class? How often does it happen? How do you usually feel? What do you usually say/do if you come late?
2. Have you ever been in the wrong class? Why did it happen?
3. Does being late in school differ from being late at the university? How and why are they different?
4. Make up a similar dialogue.

Taken from <https://learnenglish.britishcouncil.org/skills/listening/intermediate-b1/arriving-late-to-class>

### 2.3. Vocabulary practice 1

1. Work in pairs. Give definitions to the following words:

Student 1	Student 2
to burn the midnight oil	to get rid of mistakes
a library card	a gap in one's knowledge
to work by fits and starts	to play hooky from
to consult a dictionary	to graduate from
a lecturer	a dean

2. Make up 2 sentences (1 in English, 1 in Russian) using active vocabulary. Translate the sentences in pairs.

### 2.4. Reading practice 2

#### Universities

#### I. Pre-reading vocabulary task

Match the definitions (a–h) with the vocabulary (1–8).

1. .... an entry test	a. universities built after Oxford or Cambridge
2. .... red brick universities	b. a small-group lesson based on discussing an area or problem

3. .... a pecking order	c. a year between school and university when you don't study
4. .... a grant	d. the first university qualification you receive after three or more years of study
5. .... tuition fees	e. an examination you must take before going to university
6. ...a gap year	f. a ranking of people in a group
7. .... a tutorial	g. the money you pay for a university course
8. .... a degree	h. money given by the state to help pay for studies

## II. Read the text about universities. Pay attention to the words in *italics*

Cairo, Bologna and Paris have been offering it the longest. What am I talking about? A university education, of course. So who goes to university and what do they get out of their experience?

### Admission

Most universities don't let just anyone in. *Grades* in the subjects you take in the final years of secondary education are what usually count and in many countries people also have to do an entry test. While most *participants* in higher education are in the 18–25 *age group*, some people choose to take a break from work later on in life and *opt for* the role of mature student, bringing experience of work and the real world to their studies.

### Which one to go to

In many countries there is a pecking order to the universities, with a few *high-status* institutions *at the top*, *turning out an intellectual elite* and *attracting the best minds* in teaching and research. Take a quick *name-check* of the leading writers, politicians or scientists in the UK or the USA and you should find the majority chose to spend their student years sitting in the dining halls and libraries of Oxford and Cambridge or Harvard, Princeton and Yale. The training grounds for medicine, law or engi-



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neering in Britain tend to be the metropolitan 'red brick' universities slightly lower down the list.

### **Money**

When entrance *was restricted to* a lucky few in Britain, the state actually paid the sons and daughters of the middle classes not only their tuition fees but also a yearly grant towards living expenses as well. These days most European and North American students *are given a loan* which they have to *pay back* to the government once they are *in full-time employment*, or they finance themselves by working their way through college with *part-time jobs* in the evenings or at weekends.

### **Where to live**

For the majority of students, attending a university in a town or city near to where they live is the only *financially viable option*, but in Britain for many years going to university meant leaving home, with all the freedom and independence that implied. Universities traditionally offer cheap and clean *accommodation* in halls of residence or student houses. After a year or so, many students opt to *share private rented accommodation* outside the university, which often pushes their culinary and hygiene skills to the limit.

### **Year out**

These days if you *haven't taken time off* between finishing school and *embarking* on higher education, you haven't really lived. The gap year can be devoted to working for *charities* in different parts of the world or simply to travelling, but it can at least concentrate the mind and perhaps give you a few more ideas about what you should do with the rest of your life. If you want to *study abroad*, you can often get a year out as part of a language course or *enter a scholarship programme* such as Erasmus to support you while studying at a foreign university. Business or management students often devote time away from university in the form of a work placement, to help them gain practical experience in a professional environment.

### **Teaching and learning**

A common feature of any university is attending lectures, which involves taking notes while a lecturer, a university teacher, is speaking to a large group of students. In Britain, you are also expected to present a subject perhaps once a term and *comment on it* in tutorials. These are *small-group discussions* led by a lecturer, at which closer analysis of a particular area is undertaken. *Science-oriented courses* also involve practical lessons and *field trips* which *enable students to get to grips with* their chosen course of study in the laboratory or beyond the university walls.

### **How you are doing**

As at school, progress is measured by examinations, either divided into Parts I and II or taken at the end of the course and known as Finals. Alternatively, it can be based on *continuous assessment* and *coursework*. An important component of most systems is the extended dissertation, a piece of writing measured by the number of words a student has to produce, say 10,000. This must be based on some original research from *primary* as well as *secondary sources* and on some sort of *gathering and interpretation of data*.

### **Social life**

There is an old saying that '*all work and no play makes Jack a dull boy*', and *prospective students* expect a rich and varied social life. Friendships forged in the student union bar or in the many and varied clubs and societies that exist at most universities may last a lifetime. In the USA, *fraternities* and *sororities* encourage a similar bond.

### **Life after university**

Well before the graduation ceremony, when students *queue up* to receive their degrees from the Chancellor of the university at a special ceremony, the careers office has been busy assessing future graduates for the kind of *employment paths* they should take by giving them an *aptitude test* and ar-

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*ranking interviews*, company presentations and *recruitment fairs*. For those attracted by the *academic life*, there are further opportunities for study on Masters and Doctorate (PhD) programmes and on into further research and teaching.

And what does university education all *add up to*?

This was the opinion of Theodore Roosevelt, a former American president: ‘A man who has never gone to school may steal from a freight car; but if he has a university education he may steal the whole railroad.’

Or is it as an American journalist, Sydney Harris, said? ‘The primary purpose of a liberal education is to make one’s mind a pleasant place in which to spend one’s time.’

### III. Reading comprehension activities

1. Are these statements **true (T)** or **false (F)**:
  - a. ‘Higher education’ is another term for university studies.
  - b. There is a clear hierarchy of universities in the UK and the USA.
  - c. The government pays the tuition fees and living expenses of most British university students.
  - d. Most students seek practical experience in a work placement while they are studying at university.
  - e. In the UK, many students must make presentations on a topic in their class lectures.
  - f. Students’ dissertations summarise what they have learned during their years at university.
2. For each section, match the words taken from the text (in the box at the top) with the definitions below.

aptitude test	clubs and societies	continuous assessment
dissertation	fraternities and sororities	Doctorate
field trip	grades	halls of residence
finals	lecture	Masters

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intellectual elite	private rented accommodation	recruitment fairs
student houses	student union bar	subjects
scholarship programme	working your way through college	work placement

### **Admission:**

1. areas of knowledge you study at school
2. a number or letter to symbolize how well you have done in an exam

### **Which one to go to:**

3. the best minds in the country

### **Money:**

4. paying for your education by being employed while you are studying

### **Where to live:**

5. houses bought by the university and rented to their students
6. houses rented to anyone
7. communal accommodation built by university

### **Year out:**

8. a temporary position with a company to gain employment experience
9. money from a private organization to help with the cost of study

### **Teaching & learning:**

10. study away from the classroom often to collect data or samples
11. lesson in the form of a formal speech using notes and visual aids

### **How you are doing:**

12. a long, structured piece of writing exploring a subject in detail
13. examinations at the end of a course

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14. evaluating pieces of work during the course

### **Social life:**

15. organizations run by and for students to develop different interests

16. a place for students to have a drink

17. student membership organizations in the USA

### **Life after university:**

18. exam to see what kind of jobs would suit you

19. university qualification gained after a degree taking one or two years

20. highest university qualification after a Masters taking four or more years of research

21. large 'market place' where employers try to interest students in working for them

## **IV. Follow-up activities**

1. Is the university system in your country similar to or different from the one described in this article?
2. Do you agree more with Theodore Roosevelt or with Sydney Harris?
3. Would you like to study abroad? Why? Where?
4. Would you like to have a gap year? How would you spend it?
5. Would you like to do research? Why/why not?
6. Do you live in a hall of residence (dorm) or with your parents? What is better? Why? Make up a list of advantages and disadvantages of living in a dorm vs living with your parents.

Taken from: <https://learnenglish.britishcouncil.org.cn/sites/podcasts/files/LearnEnglish-Magazine-Universities.pdf>

## **2.5. Listening practice 2**

### **University of the third age**

#### **I. Pre-listening task**

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Work in pairs. Read the sentences and check if you understand the words in **bold**. Then ask and answer the questions.

1. What different **courses** have you taken? Were they all **academic**? What were the **subjects**?
2. Do you prefer **formal assessment**, such as an **exam**, or **continuous assessment** by the teacher? Why?
3. What do you prefer: a **lecture** or a **seminar**? Why?
4. Have you ever tried a **distance learning** course? What are advantages and disadvantages?
5. Have you taken or are you taking a **degree** at a university? What subject?

### II. Listening and comprehension tasks

1. Listen to a radio programme about a university. How is it different from other universities?
2. Work in pairs. Listen again and answer one set of the questions below.

#### Questions for student 1:

- a. How many branches around the world does the U3A have?
- b. What does the study coordinator do?
- c. Give one reason why older people like to study.
- d. What did the Prague branch do last year?
- e. How do the U3A students in Valencia study?

#### Questions for student 2:

- f. How many students does the U3A have in the UK?
- g. Name one of the more academic courses offered.
- h. Give one reason why older people like to study.
- i. What did Cape Town branch do last year?
- j. What do the U3A students in Montreal do as well as study?

### III. Follow-up activities

1. Exchange the answers in pairs and discuss what you think about the U3A.

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2. What do you think about university education of people who are over 55 years old?

Taken from New Total English Intermediate (Pearson Education Limited).  
Students' book by Rachael Roberts, Antonia Clare and JJ Wilson. Essex, 2011. P. 98

### *Vocabulary on Student's life IV*

№	Word or expression	Transcription	Translation
1	a difficult/easy exam		
2	a written/oral exam		
3	a competitive exam		
4	a qualifying exam		
5	an entrance/final exam/finals		
6	a bachelor's/master's exam		
7	a trick question		
8	a clarification question		
9	a true-false test/exam		
10	multiple choice test/exam		
11	an essay/written test		
12	an open-book exam		
13	an exam <b>in</b> (Physics)/ <b>on</b> (irregular verbs)		
14	to examine, to set/hold an examination		
15	an examination period/exams/set of examinations		
16	to revise <b>for</b> exams/revise sth		
17	an examination card		

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18	to face/have/make a choice		
19	to take an examination		
20	to pass an exam in sth		
21	to fail an exam <b>in</b> sth		
22	to mug <b>up for</b> an exam		
23	to cram/to swot <b>for</b> an exam		
24	to sit/resit an exam		
25	to cheat/to crib/a crib		
26	to pass the exam successfully/with flying colours		
27	to scrape <b>through</b> the exam		
28	to coach smb <b>for</b> an exam		
29	to give/get a pass		
30	to guess the answer		
31	deep (pro-found)/superficial knowledge		
32	objectivity/subjectivity		
33	high exam scores		

### 2.6. Reading practice 3

Read the text, give definitions to the words in *italics* and translate them

#### Diagnostic test

With this test you can test how much your students already know about a given subject or topic. You can use the results of this test to schedule your class. Which subjects *need some extra attention*. For the student this gives him or her some *insights* in which part of the class need some extra study hours.



### **Placement test**

This kind of test can be used to place the student in the appropriate class or level. For example, for language classes this is often used *prior to* starting the class.

### **Progress or Achievement tests**

These tests are used to measure progress in a given subject. This will mostly follow a diagnostic test or can be in regular intervals. If you measure regularly you *get a better picture of* the progress of your students.

### **Internal test**

These are internal tests given by the institution where the student is following classes.

### **Objective tests**

Objective tests have clear right or wrong answers. All multiple-choice test fall into this group. The students get a *pre-defined* set of answers to choose the correct answer from.

### **Subjective tests**

With this type of tests the maker of the exam has to pass judgement on the answers of the student. Mostly this in the form of free text questions or essays.

Taken from: <https://www.onlineexambuilder.com/knowledge-center/exam-knowledge-center/types-of-exams-and-tests/item10246>

1. Divide into groups of 2 or 3. Make a list of advantages and disadvantages of different types of exams (both for the students and the teachers).
2. Think of the following points: if it really tests the students' knowledge, if it is easy to write/prepare, if it is easy to guess the answer / if it has the element of luck, if it is easy for the teacher to make up such a test and to check it, if the mark can be subjective etc.
3. What test do you like? Is it possible to check the knowledge at all? What do you think of the Russian State Exam (ЕГЭ)?

### **2.7. Speaking practice**

What are the main differences between studying at school and at the university? Work in pairs and discuss the differences. You may want to consider something of the following:

1. Requirements for entry;
2. Sizes of classes/groups;
3. Timetable, subjects, assignments;
4. Learning environment, teacher-student relationship;
5. Responsibilities;
6. Assessment, exams;
7. Difficulties, benefits.
8. Exact changes that you personally felt.

### **2.8. Translation Practice**

1. Летом школьники сдают ЕГЭ и заканчивают школы. Все они становятся абитуриентами и поступают в высшие учебные заведения. Некоторые из них идут работать и выбирают заочное или вечернее отделение. Другие хотят получить глубокие, а не поверхностные знания по предмету, поэтому выбирают дневное отделение.
2. Если вы будете работать урывками, палец о палец не ударите, вы не будете досконально знать предмет и не овладеете языком. А если вдобавок вы будете пропускать занятия и не делать домашние задания, то вы отстанете от группы и обязательно провалите экзамены по всем предметам.
3. В прошлом семестре мы учились в первую смену, студенты проявляли все свои врожденные качества, чтобы вставать рано и хорошо успевать по всем предметам. Сейчас, когда мы учимся со второй смены, студенты не могут не чувствовать себя уставшими и истощенными после целого дня учебы. У некоторых появились пробелы в знаниях, и им приходится прилагать много усилий, чтобы догнать группу.

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4. Наш учитель по физике очень тихо говорит, совершенно непонятно, о чем он там болтает. Половина лекции показалась нам набором слов, другую половину мы как-то смогли разобрать. Вдобавок, он еще и рассеянный, он не обеспечивает благоприятную учебную обстановку, не соблюдает ориентацию на индивидуальные потребности, не вовлекает в интересные задания, однако предъявляет высокие требования к нам. Его пары не вызывают у нас интерес, мы даже конспекты не пишем. Боюсь, у нас будут большие пробелы в знаниях по физике.
5. На нашем факультете студенты обучаются многим предметам. У нас проходят лекции по языкознанию, стилистике английского языка, лексикологии. Проходят практические занятия по английскому языку, фонетике, грамматике. Вчера студенты-первокурсники писали тест на согласование времен. Некоторые студенты получают тройки, однако у большинства отличные оценки, потому что они хорошо владеют языком и усердно готовятся к занятиям.
6. Студенту-практиканту было трудно во время учебной практики в школе. Ученики его вывели на чистую воду, а он не смог сразу отшутиться. А все потому, что он пропускал пары по методике преподавания английского языка и палец о палец не ударил, чтобы догнать группу. Поэтому он не умеет составлять планы уроков, не справляется с тяжелой рабочей нагрузкой. Он не способен идти в ногу со временем и не владеет передовыми технологиями по предмету. Когда он понял, что у него пробел в знаниях, он решил его заполнить. Он много занимался, прилагал усилия, зубрил теорию. Однако этого оказалось мало, само собой разумеется, что теория и практика тесно взаимосвязаны, поэтому студент много прак-

тиковался. Когда ему устроили показ методических приемов, он понял, что все занятия должны иметь практическую направленность. Нужно уметь вызывать интерес к своему предмету и вовлекать своих учеников в интересные задания, широко применять наглядные пособия. Этот студент сдал практику на «отлично», говорят, он прирожденный учитель.

7. Маша только что провалила экзамен по истории. Она решила, что будет сидеть допоздна за книгами и зубрить. Но ведь если он просто будет зазубривать материал, она не поймет ничего. Само собой разумеется, что зубрежки недостаточно! Только если ты знаешь и понимаешь предмет досконально, ты получишь «пять» в свою зачетку!
8. Осенью первокурсникам сложно приспособиться к студенческой жизни. Они все равно, пока ощущают себя абитуриентами. Некоторые из них живут дома, некоторые в общежитии, где они быстро со всеми подружились. Они быстро стали неотъемлемой частью студенческой жизни.
9. «Говорят, к нам придет практикант по английскому языку!» – «О, какая интересная новость! Я надеюсь, он досконально знает предмет? Иначе мы ничего не поймем из его болтовни». – «Не переживай, думаю вы схватите все на лету. Говорят, он владеет новыми разработками по предмету и сможет вооружить вас языковой компетентностью».
10. «Ты знал, что вчера родителей Алекса вызвали в школу?» – «Да ладно! Как такое возможно? Ведь он зубрила, пропускает занятия только по уважительной причине!» – «Говорят, что несмотря на его успехи в учебе, его поведение оставляет желать лучшего. Завуч устроила ему нагоняй за неуправляемое поведение и вызвала родителей в школу». – «У него же язык под-

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вешен! Неужели он не выкрутился?» – «Нет, не выкрутился. Этот трюк был обречен на провал. Если он не исправит сейчас, с ним будет трудно иметь дело. Его, конечно, не исключат из школы, но его наглость и грубость не приведут ни к чему хорошему».

## Topic “Family”

### Speech Pattern «Наверняка .../ Вряд ли...»

*They are sure to invite all the relatives to the wedding party.  
Они наверняка пригласят всех родственников на свадьбу.*

*He is sure to become a lawyer like his father.  
Наверняка он станет юристом, как отец.*

*I'm sure to be late for dinner. I've got lots of work to do.  
Я наверняка опоздаю к обеду – у меня много работы.*

*Something good is sure to happen – look on the bright side of  
life.  
Наверняка случится что-то хорошее. Смотри на жизнь с  
позитивом.*

*She is unlikely to fail her entrance exams.  
Вряд ли она провалит вступительные экзамены.*

*They are unlikely to break up.  
Вряд ли они расстанутся.*

*He is unlikely to be a bachelor.  
Вряд ли он останется холостяком.*

**Lead-in:** answer the following questions:

1. What is a family to you? How big is it? How close are you to (with) your folks?
2. What do you know about your close people (relatives)? How well do you know them?

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3. Is it important to you to know that people in your family are happy? Why? What about them?
4. Do you like to spend time with your family? If yes, what do you do together?
5. Do you understand your folks (parents and grandparents) well or is generation gap a big problem to you?

### *1. Dating, engagement and wedding*

Read the following expressions about family life. Write out the correct pronunciation and translation into the table below

#### *Vocabulary on Family I*

№	Word or expression	Transcription	Translation
1	get acquainted <b>with</b> sb		
2	have a date <b>with</b> sb		
3	come <b>of</b> age		
4	graduate <b>from</b> university		
5	fall <b>in</b> love <b>with</b> sb/ be <b>in</b> love <b>with</b> ...		
6	love <b>at</b> first sight		
7	have a crush <b>on</b> sb		
8	play hard to get		
9	be smitten		
10	fall <b>for</b> sb		
11	be fond <b>of</b> sb		
12	be head <b>over</b> heels <b>in</b> love		
13	ask sb out		
14	court sb (o.f.)		
15	go <b>out with</b> sb		
16	make out		
17	propose (marriage) <b>to</b> sb		

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18	pop the question		
19	accept one's proposal		
20	turn <b>down</b> (refuse or decline) one's proposal		
21	get engaged		
22	fiancé (m)/fiancée (f)		
23	bride-to-be/husband-to-be		
24	fix/name the day		
25	set a date		
26	hen night/party		
27	stag night (BrE) bachelor/stag party (AmE)		
28	wedding ceremony		
29	wedding/engagement ring		
30	bride and (bride)groom		
31	marry sb		
32	get married ( <b>to</b> sb)		
33	be married <b>to</b> sb		
34	tie the knot (inf)		
35	marriage certificate		
36	newly-weds		
37	newly married couple		
38	honeymoon		
39	love match		
40	bliss (U)		
41	marriage <b>of</b> convenience		

### 1.1. Vocabulary practice 1

Complete the sentences using the expressions from *Vocabulary on Family I*:



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1. When the law of attraction suddenly works between a man and a woman, we can say this is ... ..
2. When you are legally considered to be a responsible adult, you ... ..
3. When people start dating and get engaged, they are considered ... and ....
4. What's the minimum age for ... ..?
5. There is a tradition that newly married couples go somewhere for ... .. right after the ....
6. If people have strong feeling towards each other, their relationship can be called ... .., but if the basis of their relationship is only financial, it is called ... ..
7. He's quite a solitary type of person, really. I wonder how he managed to ... .. his girlfriend?
8. They ... .. to each other 20 years ago.
9. She ... .. when he was 20, but ... him when he was 53.
10. He ... .. a young lady, who was a journalist in a local paper.
11. After a beautiful ceremony they were given ... ..
12. Why is there such a necessity for brides and husbands to be to arrange ... and ... .. on the eve of the wedding ceremony?
13. My dad had been ... my mom for 2 years until she ... ..  
....
14. They got acquainted right after he had ... .. university.
15. During their first date they ... .. each other and he immediately ... .. question.

### 1.2. Vocabulary Practice 2

Finish the story with not less than 2-3 sentences using not less than 2-3 expressions from ***Vocabulary on Family I***:

1. Once upon a time there lived a girl who had 3 elder sisters and 6 elder brothers...

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2. There were many families of elves in that magic land. The majority of them had one child, few had more. When children grew up...
3. They were preparing for the engagement ceremony when...
4. They had been dating for several weeks already. He seemed so incredibly wonderful to her that she ...
5. They met at one of the parties devoted to graduation from the university ...

### 1.3. Listening Practice 1

#### Holiday Romance

(taken from Timesaver intermediate)







#### I. Pre-listening task

What do these expressions with “LOVE” mean. Choose the correct variant:

Expressions	Meaning
1. puppy love	a) a love of little dogs
	b) two very young people in love
2. cupboard love	a) a display of affection because you want something
	b) a love of food
3. no love lost between those two people	a) two people adore each other
	b) two people dislike each other
4. love is blind	a) when you are in love you can't see what is obvious
	b) if you fall in love you need glasses
5. love-birds	a) birds which love each other
	b) two people very much in love
6. not for love or money	a) you won't do something even if someone begs you to
	b) you can't get what you want no matter how much you pay

## II. Listening and comprehension tasks

- a. Look at the pictures before you listen to Mell telling Asif about a holiday romance she had. While listening put the pictures in the order they appear in the story.

Picture A №	Picture B №	Picture C №
		
Picture D №	Picture E №	Picture F №
		

- b. Listen to the story again and complete the sentences below:

- 1) We \_\_\_\_\_ cottage.
- 2) He \_\_\_\_\_ me \_\_\_\_\_ the \_\_\_\_\_.
- 3) We \_\_\_\_\_ day \_\_\_\_\_.
- 4) I \_\_\_\_\_.
- 5) He'd \_\_\_\_\_ and \_\_\_\_\_ a \_\_\_\_\_ me a shell.
- 6) \_\_\_\_\_ me.
- 7) I \_\_\_\_\_ never \_\_\_\_\_.

III. Follow-up activities

Write a story how Mell meets the boy, she fell in love with in summer, at a Xmas party (15-20 sentences). Use the expressions given in **Pre-listening task**.

1.4. Reading Practice 1

**Reasons People Reject Marriage Proposals**

Read the text and say if you agree or disagree with the reasons below. Fill in the rating table and explain why you rate each reason this or that way.

**Top 5 Reasons People Reject Marriage Proposals**

TIME (<https://time.com/3549609/marriage-proposal-rejection-reasons/>)

BY SAMANTHA GROSSMAN  
OCTOBER 30, 2014 5:16 PM EDT

If you’re thinking of proposing to someone soon, then you’re presumably hoping they will say yes. Or, better, yet, “Yes! Yes! A thousand times yes!” or some other dramatic thing. If that’s the case, a recent study conducted by Voucher Cloud about why people choose to reject proposals might be of use to you.

The company surveyed 2,144 American residents, both male and female, who were 21 years or older and had previously rejected a proposal, Bustle reports. The participants didn’t have to choose one specific reason – instead, they were asked for all the factors that contributed to their rejection.

Reason	Your rating (1 – disagree completely, 10 – totally agree)
1. Unromantic proposal setting: 67 percent	1.2.3.4.5.6.7.8.9.10
2. Poor ring choice: 53 percent	1.2.3.4.5.6.7.8.9.10

<b>3. Bad wording of the proposal:</b> 51 percent	<b>1.2.3.4.5.6.7.8.9.10</b>
<b>4. Lack of trust in the relationship:</b> 39 percent	<b>1.2.3.4.5.6.7.8.9.10</b>
<b>5. Scared of the commitment:</b> 36 percent	<b>1.2.3.4.5.6.7.8.9.10</b>

These were the five most reasons:

These results may seem a bit surprising. The reasons seem fairly: poor ring choice? Lame location? “As much as it seems silly to turn down the big question because the cost isn’t high enough, it’s important to remember that getting engaged is a huge moment in your life,” Voucher Cloud’s Matthew Wood told Bustle. “It’s an investment and should be treated as such.” Of course, he added that there “are ways to make a person feel special during a proposal without going bankrupt.”

So, take all of this with a grain of salt, of course, but it couldn’t hurt to pick an extra romantic proposal location. Just in case.

## 2. *Children and relatives*

Read the following expressions about family life. Write out the correct pronunciation and translation into the table below.

### *Vocabulary on Family II*

<b>№</b>	<b>Word or expression</b>	<b>Transcription</b>	<b>Translation</b>
1	have a family <b>of</b> one’s own		
2	one/single-parent family		
3	nuclear family		
4	extended family		
5	be/get <b>in</b> the family way (o.-f.)		

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6	be expecting (spoken, inf)		
7	be (3 months etc) pregnant		
8	birthrate (C)		
9	maternity hospital		
10	be <b>on</b> maternity leave (U)		
11	give birth <b>to</b> a child		
12	wash a/the baby's nappies		
13	babysit <b>for</b> sb		
14	babysitter		
15	bring up (BrE)/raise (AmE)		
16	grow up		
17	take care <b>of</b> /to look <b>after</b> sb		
18	be taken <b>to</b> a nursery		
19	be under school age		
20	go <b>to</b> school		
21	be <b>of</b> school age		
22	take sb <b>in</b> hand		
23	be a sissy (inf, disappr)		
24	orphan		
25	sibling (formal)		
26	spoil/spoiled children		
27	support a family/children		
28	take <b>after</b> sb		
29	resemble sb		
30	look like sb		
31	be/look very much		

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	alike		
32	the very/spitting image <b>of</b> sb		
33	(as) like (as) two peas in a pod		
34	tell <b>apart</b> (twins, f.ex.)		
35	be ...(3) years sb's jun- ior/senior		
36	be one's junior/senior <b>by</b> ...(3 years)		
37	distant relatives		
38	close relatives		
39	sb's nearest and dear- est		
40	the immediate family		
41	be related ( <b>to</b> sb) <b>by</b> marriage		
42	sb's next <b>of</b> kin/ to be sb's kin		
43	half-brother/half-sister		
44	niece/nephew		
45	run <b>in</b> the family		
46	parents/folks ( <i>AmE</i> )		
47	the generation gap		
48	bridge the generation gap		
49	retire/to be retired		
50	mark family anniver- saries		

### 2.1. Translation Practice 1

1. Близкие люди не всегда понимают, как решать конфликты между поколениями.
2. Кто Ваш ближайший родственник?

## Практический курс английского языка. ЧАСТЬ I

3. Она в положении. Скоро поедет в роддом рожать дочку.
4. У них дети дошкольного возраста, ходят в ясли.
5. Воспитание детей – сложный процесс, особенно если семья многодетная.
6. У меня неполная семья. Мама растит меня одна. Никто, кроме нее, меня не поддерживает.
7. Эти близнецы похожи как две капли воды, их не отличишь.
8. Мой сын очень похож на отца, хотя по характеру такой неженка (маменькин сынок).
9. Мои предки не заботились обо мне, а лишь о моих сводных братьях и сестрах.
10. Детей нельзя баловать, надо их держать под контролем.
11. Мы всегда отмечаем семейные праздники с самыми дорогими людьми.
12. Я работаю няней, присматриваю за 3-летним ребенком.
13. Мой старший брат на 4 года старше меня, а младший – на 2 младше.
14. Артистические способности у них наследственные. Его дед был художником, а отец – учителем рисования. Сейчас он на пенсии.
15. Мы с Томом братья и сестра. Он еще мал, так что мама находится в отпуске по уходу за ребенком.

### **2.2. Speaking Practice 1**

#### **Use the new vocabulary in a monologue.**

Choose a card and use the expressions from it in a 1-minute monologue or choose a card and make a story using all the expressions from it.



## Практический курс английского языка. ЧАСТЬ I

<p>Card 1</p> <p>be (3 months etc) pregnant  give birth to a child  take sb in hand  spoil/spoiled children  be/look very much alike  the immediate family  to be retired</p>	<p>Card 2</p> <p>babysit for sb  look after sb  be under school age  be a sissy (inf, disappr)  be one's junior/senior by...  sb's nearest and dearest  bridge the generation gap</p>
<p>Card 3</p> <p>have a family of one's own  wash the baby's nappies  be taken to a nursery  (as) like (as) two peas in a pod  tell apart (twins, f.ex.)  sb's next of kin  mark family anniversaries</p>	<p>Card 4</p> <p>be expecting (spoken, inf) ma-  ternity hospital extended fami-  ly  look like sb  close relatives  half-brother/half-sister  niece/nephew</p>
<p>Card 5</p> <p>extended family  be on maternity leave (U)  babysitter  grow up  go to school  resemble sb  folks</p>	<p>Card 6</p> <p>be/get in the family way (o.-f.)  maternity hospital  wash the baby's nappies  take care of  take after sb  run in the family  retire</p>
<p>Card 7</p> <p>one/single-parent family  bring up  be of school age  sibling (formal)  the very/spitting image of sb  be ... years sb's junior/senior  the generation gap</p>	<p>Card 8</p> <p>nuclear family  birthrate (C)  raise  orphan  support a family/children  distant relatives  be related (to sb) by marriage</p>

## 2.3. Listening Practice 1

### Living on one's own

Listen to the text taken from British Council <http://learnenglish.britishcouncil.org/i-wanna-talk-about/living-my-own>.

#### I. Pre-Listening task

Before you listen match the words in the table to their definitions.

Words	Definitions
a. brought up	1. accept aspects of two different things
b. landlord	2. become calm
c. maintenance	3. cared for a child until it becomes an adult
d. settle down	4. causing a lot of problems
e. soaked	5. extremely wet
f. strike a balance	6. owner of a building who is paid by others to use it
g. tidy up	7. put everything in the right place
h. troublesome	8. work needed to keep a building etc in good condition

#### II. Listening and comprehension tasks

Listen to the text and reorder the phrases to make complete sentences about it

1. and custom / do not often / for reasons of cost / from their family / live away / Young people
2. For the writer, / living on her / nearer her work. / own means / she is
3. an apartment / financial aspects / for all the / of having / She has / to be responsible
4. apartment is not / easy, nor is / Finding a good / negotiating with / the owner.

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5. cleaning and / cooking / she saves on / she spends on /  
The time / washing clothes.
6. being independent. / Despite / enjoying / she is / the problems,

### III. Follow-up activities

1. Have you ever had similar problems?
2. How long do you think you will depend on your parents?
3. How do you solve problems with money shortage?
4. How much do you need personal space and individual freedom? What can you sacrifice for it?

### 3. *Family life problems*

Read the following expressions about family life. Write out the correct pronunciation and translation into the table below.

#### *Vocabulary on Family III*

№	Word or expression	Transcription	Translation
1	husband/wife/partner/spouse		
2	the breadwinner		
3	wage-earner		
4	keep house		
5	work about the house		
6	do the cooking		
7	be full <b>of</b> life and energy		
8	be full <b>of</b> common sense		
9	be crazy/mad about sb		
10	be (im)practical		
11	be <b>on</b> good/bad terms <b>with</b>		
12	keep one's temper inside		
13	clear the air		
14	a setback <b>in</b> married life		
15	be jealous <b>of</b> sb <b>with/over</b> sb		
16	cheat <b>on</b> sb		

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	be faithful/unfaithful		
17	have a lover/mistress		
18	be a couch potato (inf)		
19	be a lady-killer (o.-f. or inf)		
20	be a moneybags (sg)		
21	make eyes <b>at</b> sb		
22	be heartbroken		
23	have an affair <b>with</b> sb		
24	domestic violence		
25	strained relationships		
26	shout <b>at</b> sb		
27	boss sb <b>around/about</b>		
28	hurt one's feelings		
29	tell sb <b>off for</b> sth/doing sth		
30	find faults <b>with</b> sb		
31	make sb's life hell		
32	have an argument <b>with</b> sb		
33	cause a row		
34	quarrel <b>about/over</b> trifles		
35	make <b>up with</b> sb		
36	drink like a fish		
37	pick a fight <b>with</b> sb		
38	pick a quarrel <b>with</b> sb		
39	shatter one's illusions		
40	be <b>on</b> the rocks		
41	split sb up		
42	tell <b>on</b> sb/sth		
43	be hysterical		
44	stop the breakup <b>of</b>		
45	a skeleton <b>in</b> the cupboard		
46	a person's family back-ground		
47	ex-husband/wife		

## Практический курс английского языка. ЧАСТЬ I

48	divorce sb		
49	get divorced <b>with</b> sb		
50	be divorced		
51	get a divorce		
52	ask sb <b>for</b> a divorce		
53	agree <b>to</b> a divorce		
54	give sb a divorce		
55	be (left) <b>on</b> the shelf (o.f.)		
56	Bachelor		
57	confirmed/lifelong bachelor		
58	be separated		
59	break <b>up</b> (marriage) <b>with</b> sb		
60	split <b>up with</b> sb		
61	shattered marriage		
62	walk <b>out on</b> sb (inf)		
63	broken home		

### 3.1. Vocabulary Practice 1

Look through vocabulary in *Vocabulary on Family III* and guess what is missing in the sentences below:

1. Who earns money in the family? – \_\_\_\_\_.
2. A spoilt child is often \_\_\_\_\_.
3. For parents it is always important from what family \_\_\_\_\_ is your fiancé.
4. Many setbacks in married life are because spouses cannot \_\_\_\_ their \_\_\_\_.
5. Some deep family secret is called \_ \_\_\_\_\_ \_ \_\_\_\_\_.  
\_\_\_\_\_.
6. If one of the partners finds out that they are cheated on their feelings are deeply \_\_\_\_\_ and they are usually \_\_\_\_\_.
7. If the husband \_\_\_\_\_ \_ \_\_\_\_\_, the wife's \_\_\_\_\_ are \_\_\_\_\_.

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8. This man doesn't like going out with his spouse as she \_\_\_\_\_ every single man.
9. They cause rows every now and then, and this \_\_\_\_\_ their children.
10. She's constantly telling him off, finding faults with him and quarreling about trifles. No wonder he has got \_\_\_\_\_.
11. He is a real \_\_\_\_\_ – \_\_\_\_\_, so she is jealous of him with every woman.
12. Their marriage is on the rocks. It's been long since her mother wanted to \_\_\_\_\_ them \_\_\_\_\_.
13. \_\_\_\_\_ is a real problem in families where men pick fights with their wives.
14. Thank goodness they made up and decided to \_\_\_\_\_ of their marriage.
15. Who is always lying on the sofa and watching TV without doing anything good for the family? – \_\_\_\_\_.

Make up your own riddle(s) with this vocabulary.

### 3.2. Speaking Practice 1

Picture stories: Look at the picture stories and tell us them using expressions on family life problems.



Рис. 1. Херлуф Бидstrup –  
«Вечная проблема – отцы и дети»



Рис. 2. Херлуф Бидstrup – «Спать пора!»





Рис. 3. Херлуф Бидstrup – «На поводке»



Рис. 4. Херлуф Бидstrup – «Недоступная»

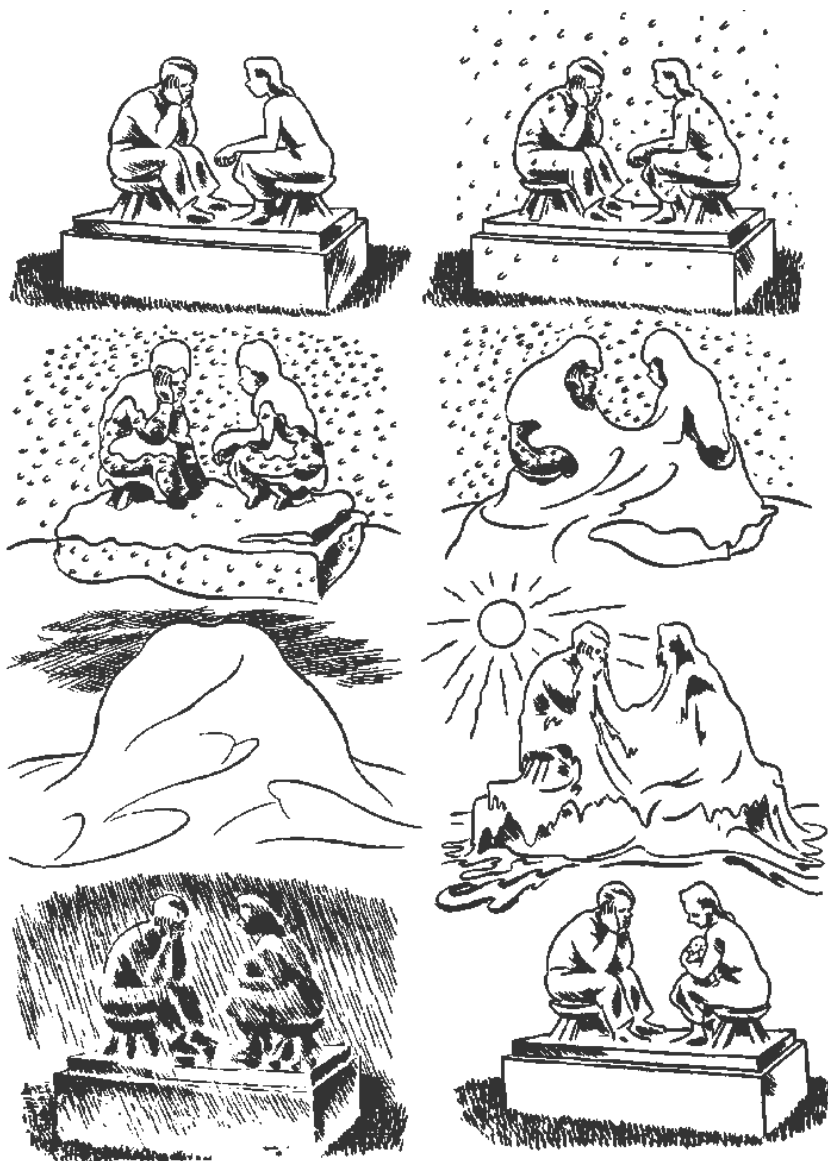


Рис. 5. Херлуф Бидstrup – «Скульптура»

### 3.3. Listening Practice 1

#### Parents

(taken from Timesaver intermediate)

#### I. Pre-listening tasks

Before listening to the text discuss the following:

- Do you agree with your parents?
- Do your parents tell you what to do all the time?
- Do your parents check up on what you are doing?
- Do you think your parents treat you fairly?

#### II. Listening and comprehension tasks

Listen to the dialogue between Duncun and Tom and tick the things that Tom doesn't like about living with his parents.

- a) His mom is always saying his hair is too long or too short. \_\_\_\_
- b) His mom wants to borrow his CDs all the time. \_\_\_\_
- c) His dad is always saying his clothes are boring. \_\_\_\_
- d) His mom always wants to take him shopping for clothes. \_\_\_\_
- e) His dad is always asking him to help with the cooking. \_\_\_\_
- f) His mom lets his sisters do what they want. \_\_\_\_
- g) His mom is always asking him to Hoover and do the washing-up. \_\_\_\_
- h) His dad is always laughing at him. \_\_\_\_
- i) His dad is always asking him about his girlfriends. \_\_\_\_
- j) His dad is always giving him advice about his studies. \_\_\_\_

#### III. Follow-up activities

Write an article about problems between parents and children that are most common in our society (about 350-400 words).

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The structure of an article:

- Title
- Introduction (3-5 sentences)
- Main part (may contain several paragraphs)
- Conclusion (3-5 sentences)

3.4. Reading Practice 1

Celebrities' childhoods

- a. Before reading about celebrities' childhoods tell about your childhood. How would you describe it? Who brought you up? How did you grow up, where and which whom? What happy memories do you have about your childhood?
- b. Read the following texts and fill in the following table.

№	Name	Date and place of birth	Main occupation	Traits of character revealed in childhood	Main activities in childhood
1					
2					
3					
4					



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Queen Elizabeth II of Great Britain is the longest-reigning monarch in British history. She celebrated 65 years on the throne in February 2017 with her Sapphire Jubilee.

Queen Elizabeth II was born Princess Elizabeth Alexandra Mary on April 21, 1926, in London, to Prince Albert, Duke of York (Bertie, later known as King George VI), and Elizabeth Bowes-Lyon.

At the time of her birth, most people did not realize Elizabeth would someday become the queen of Great Britain. Elizabeth, nicknamed Lilibet, got to enjoy the first decade of her life with all the privileges of being a royal without the pressures of being the heir apparent. The young princess was a favourite with her grandparents and one of the few people in the family not afraid of the king, whom she called 'Grandpa England'.

Elizabeth and her younger sister Margaret, who was 4 years younger, were educated at home by tutors. Academic courses included French, mathematics and history, along with dancing, singing and art lessons. The royal couple wanted for their daughters a "really happy childhood, with lots of pleasant memories", which meant minimal lessons. The king had only one request: "Teach Margaret and Lilibet a decent hand."

As they grew up, it became evident that the two little girls had very different personalities. Elizabeth was conscientious, dutiful and orderly – she couldn't go to sleep without unsaddling and feeding all her nursery horses and lining them up neatly. She loved dogs and horses, and one day declared she wanted to marry a farmer so she could have lots of "cows, horses and dogs". Margaret was playful, determined and fond of pranks.

In January 1936 George V died and the Prince of Wales assumed the throne as Edward VIII. But as he was in love with Wallis Simpson, the American divorcee, which was not allowed to a king, he had to choose between the throne and his love.

On 10 December, 10-year-old Elizabeth was about to write up her notes from her swimming lesson when she heard

chants of “God Save the King” outside. She asked a footman what had happened and he told her that her uncle had abdicated and her father was king. She ran up to tell her sister the news. “Does that mean you will have to be the next queen?” asked Margaret. “Yes, some day,” replied Elizabeth.



Charlie Chaplin was a British comedian who became one of the biggest stars of the 20th century’s silent-film era.

He was born in poor London, England, on April 16, 1889 in the family of Charles Chaplin and Hannah Harriet Hill, both were music hall actors.

When Hannah married Charles, she already had a son, Sydney, by another man. And when Charles Sr went on tour to America, she promptly began an affair with another music hall star, by whom she had a third son, Wheeler – so Chaplin had two half-brothers.

Chaplin’s mother, who would later suffer severe mental issues and have to spend most of the time in mental asylums, was able to support her family only for a few years. In one of the performances Hannah lost her voice in the middle of a show, prompting the production manager to push the five-year-old Chaplin, whom he'd heard sing, onto the stage to replace her. Chaplin lit up the audience, wowing them with his natural presence and comedic acting. They loved especially when he imitated his mother’s voice. But the episode meant the end for Han-

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nah. Her singing voice never returned, and she eventually ran out of money.

Charles Sr abandoned his wife, providing no support for his child causing Chaplin to be sent to the workhouse at the age of seven and then to different charitable schools. Charlie and his half-brother, Sidney, spent most of their childhood in orphanages, where they often went hungry and were beaten if they misbehaved. Barely able to read and write, Chaplin left school to tour with a group of comic entertainers. So he could make ends meet. Later he starred in a comedy act. By the age of nineteen he had become one of the most popular music-hall performers in England. Biographer David Robinson has gone so far as to say that Chaplin's life was the ultimate rags to riches tale.

“Charlie Chaplin may have been from Birmingham.” It reports on a letter found by Chaplin's daughter Victoria, after her father's death, that suggests south London's most famous son may have been a Gypsy born in Smethwick. We may never know the truth: Chaplin's birth certificate has never been discovered. What we know for sure is his parents worked in the music halls, and that he himself worked in the entertainment industry for more than 75 years.





Madonna Louise Veronica Ciccone was born in Bay City, Michigan, on August 16, 1958, to parents Silvio “Tony” Ciccone and Madonna Fortin. Tony, the son of Italian immigrants, married in 1955 Madonna’s mother, an x-ray technician and former dancer of French Canadian descent. Tony was a defense engineer. Madonna was the third of six children and early learned how to handle her role as the middle child, admitting that she was “the sissy of the family” who often used her feminine wiles to get her way.

Her parents’ strict observation of the Catholic faith played a large role in Madonna’s childhood. “My mother was a religious zealot,” Madonna explains. “There were always priests and nuns in my house.” Many elements of Catholic iconography – including her mother’s statues of the Sacred Heart, the habits of the nuns at her Catholic elementary school, and the Catholic altar at which she and her family prayed daily – later became the subject of Madonna’s most controversial works.

Another large influence on Madonna’s early life was her mother, who was diagnosed with breast cancer during her pregnancy with Madonna’s youngest sister. Treatment had to be delayed until the baby reached full term, but by then the disease had grown too strong. On December 1, 1963, at the age of 30, Madonna’s mother passed away. Madonna was only five years old at that time. The loss significantly affected Madonna’s adolescence. Haunted by the memories of her mother’s frailty and passive de-meanor during her final days, Madonna was determined to make her own voice heard. “I think the biggest reason I was able to express myself and not be intimidated was by not having a mother,” she says. “For example, mothers teach you manners. And I absolutely did not learn any of those rules and regulations.”

She fought especially hard against the rules imposed by her stepmother, Joan Gustafson, who met Madonna’s father while working as the family housekeeper. Madonna says Gustafson often made her take care of the younger children in the

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household, a task she greatly resented. “I really saw myself as the quintessential Cinderella,” Madonna later said. “I think that’s when I really thought about how I wanted to do something else and get away from all that.”



Elon Musk is one of the greatest and most prolific modern inventors of the XXI century. He is responsible for monumental advancements in futuristic technology like renewable energy and space travel. After making his first fortune from the internet payment service ‘PayPal’, being a co-founder of Tesla Motors (TSLA) and SolarCity (SCTY), he developed space travel company ‘SpaceX’ and began building satellites, launch vehicles and other spacecraft both for NASA and for his own company.

Elon Musk was born on June 28, 1971, in Pretoria, South Africa. The oldest of three siblings with a prodigious family name, he grew up in the last decades of Apartheid. His parents were Maye Musk, a British-Canadian model and dietician, and Errol Musk, a South Africa born British electrical engineer, pilot and sailor. He has a younger brother, Kimbal (born 1972), and a younger sister, Tosca (born 1974). His paternal grandmother was British, and he also has Pennsylvania Dutch ancestry. His maternal grandfather was American, from Minnesota.

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Musk was so introspective as a kid that his parents and doctors ordered tests to check if he was deaf. His mother Maye Musk eventually learned this was his way of daydreaming about his inventions.

When his parents divorced in 1980, Elon stayed mainly with his father in South Africa.

During his childhood he was an avid reader. “I was raised by books” – he himself says. At age 10, he developed an interest in computer programming to sell his first video game at the age of 12. He always received support from his father and mother, who recognized their son’s penchant for technology and nurtured his passion.

Musk was severely bullied throughout his childhood, and was once hospitalized when a group of boys threw him down a flight of stairs and then beat him until he lost consciousness. The bullying continued until he was 15 years old, when went through a growth spurt and learned how to defend himself by doing karate, judo and wrestling. By 16, he said he was “dishing it out as hard as they’d give it to me.”

Musk was initially educated at private schools, attending the English-speaking Waterkloof House Preparatory School. Later he graduated from Pretoria Boys High School and moved to Canada in June 1989, just before his 18th birthday, to begin his college studies.

“I had a terrible upbringing. I had a lot of adversity growing up. One thing I worry about with my kids is they don't face enough adversity,” he said in one of the interviews.

c. What do the underlined expressions mean?

- the heir apparent –
- a divorcee –
- an asylum –
- to run out of money –
- to abandon somebody –
- charitable –

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- orphanage –
  - misbehave –
  - make ends meet –
  - (from) rags to riches –
  - a gypsy born –
  - descent –
  - a wile –
  - zealot –
  - to pass away –
  - adolescence –
  - frailty –
  - demeanor –
  - prodigious –
  - paternal –
  - ancestry –
  - maternal –
  - a penchant for smth –
  - a growth spurt –
  - to dish out –
  - to face enough adversity –
- d. Discuss the difference in family background, ways of upbringing, and what made these people become so famous and valuable.
- e. Tell about the childhood of one of these celebrities using the vocabulary on the topic (not less than 15 expressions).
- f. Tell about your childhood using the vocabulary on the topic (not less than 15 expressions).
- g. Find information and make a presentation about the childhood of any other celebrity or outstanding person you are interested in using the vocabulary on the topic (not less than 15 expressions).

### 3.5. Speaking Practice 2

#### Family values

Fill in the table choosing expressions from all vocabularies on the topic “Family” which will help you discuss the following family values:

Value	Expressions (not less than 3 for each value, try not to repeat expressions from value to value)
1. Love	
2. Respect	
3. Trust	
4. Friendship	
5. Responsibility	
6. Commitment	
7. Sacrifice	
... add your own values	

How do you understand the following proverbs? Which proverb is closer to your understanding of family life and values?

- It is easy to govern a kingdom but difficult to rule one's family. ~ Chinese Proverb
- Dine with a stranger but save your love for your family. ~ Ethiopian Proverb
- In a good family the husband is deaf and the wife blind. ~ French Proverb
- If the family is together, the soul is in the right place. ~ Russian Proverb
- The one who first shuts up in an argument is from a good family. ~ Slovak Proverb
- When you return from a trip, bring back something for your family – even if it is only a stone. ~ Lebanese Proverb
- A small family is soon provided for. ~ English Proverb (taken from <https://proverbicals.com/family>)

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- Blood is thicker than water. ~ German Proverb
- You can do anything with children if only you play with them. ~ German Proverb
- Like father, like son. ~ Asian Proverb

(taken from <https://www.wiseoldsayings.com/family-quotes/>)

### 3.6. Listening Practice 2

#### Unhappy families

##### I. Pre-listening tasks

Before listening to the text look at this vocabulary and say whether you understand it:

a family feud, to assault, to swing, to scare  
someone away, to doubt, bail, rift

##### II. Listening and comprehension tasks

Listen to the text and say if the sentences below are true (T) or false (F):

- 1) Plenty of celebrities are constantly having family feuds. \_\_\_\_
- 2) Ryan O'Neal was arrested for assaulting his son with fireplace poker. \_\_\_\_
- 3) Ryan O'Neal's son Griffin in return scared his father away with a gun. \_\_\_\_
- 4) Ryan O'Neal was let out of jail on \$ 30,000 bail. \_\_\_\_
- 5) People doubt that the story about O'Neal and his son are true. \_\_\_\_
- 6) Angelina Jolie's father doesn't know the name of one of his granddaughters. \_\_\_\_
- 7) Eric and Julia Roberts have a rift because of her much quicker growing fame. \_\_\_\_
- 8) Julia Roberts prohibited Eric to speak to the media about her twins. \_\_\_\_

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- 9) Jennifer Aniston stopped speaking with her mom first time for giving details about Jennifer's private life in one of the television interviews. \_\_\_\_
- 10) Jennifer didn't invite her mom to her wedding with Brad Pitt in 2000. \_\_\_\_

### III. Follow-up activities

Imagine that you are a news anchor. Tell about the family feuds of the celebrities mentioned in the text.

#### 3.7. Reading Practice 2

Read the text "Home" and retell its content answering to the following questions:

1. What is the text devoted to?
2. Where and when does the action take place?
3. Who are the main characters?
4. What has happened? What is the main problem?
5. How did the situation develop? How the problem was solved?
6. Conclusion. Your opinion.

#### Home

By George Saunders

(The New Yorker, June 6, 2011)

Like in the old days, I came out of the dry creek behind the house and did my little tap on the kitchen window.

"Get in here, you," Ma said.

Inside were piles of newspapers on the stove and piles of magazines on the stairs and a big wad of hangers sticking out of the broken oven. All of that was as usual. New was: a water stain the shape of a cat head on the wall above the fridge and the old orange rug rolled up halfway.

"Still ain't no beeping cleaning lady," Ma said.

I looked at her funny.

"Beeping?" I said.

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“Beep you,” she said. “They been on my case at work.”

It was true Ma had a pretty good potty mouth. And was working at a church now, so.

We stood there looking at each other.

Then some guy came tromping down the stairs: older than Ma even, in just boxers and hiking boots and a winter cap, long ponytail hanging out the back.

“Who’s this?” he said.

“My son,” Ma said shyly. “Mikey, this is Harris.”

“What’s your worst thing you ever did over there?” Harris said.

“What happened to Alberto?” I said.

“Alberto flew the coop,” Ma said...

...“How long’s he staying?” Harris said.

“Long as he wants,” Ma said.

“My house is your house,” Harris said to me.

“It ain’t your house,” Ma said.

“Give the kid some food at least,” Harris said.

“I will but it ain’t your idea,” Ma said, and shooed us out of the kitchen.

“Great lady,” Harris said. “Had my eyes on her for years. Then Alberto split. That I don’t get. You got a great lady in your life, the lady gets sick, you split?”

“Ma’s sick?” I said.

“She didn’t tell you?” he said.

He grimaced, made his hand into a fist, put it upside his head.

“Lump,” he said. “But you didn’t hear it from me.”

Ma was singing now in the kitchen.

“I hope you’re at least making bacon,” Harris called out. “A kid comes home deserves some frigging bacon.”

“Why not stay out of it?” Ma called back. “You just met him.”

“I love him like my own son,” Harris said.



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“What a ridiculous statement,” Ma said. “You hate your son.”

“I hate both my sons,” Harris said.

“And you’d hate your daughter if you ever meet her,” Ma said.

Harris beamed, as if touched that Ma knew him well enough to know he would inevitably hate any child he fathered.

Ma came in with some bacon and eggs on a saucer.

“Might be a hair in it,” she said. “Lately it’s like I’m beeping shedding.”

“You are certainly welcome,” Harris said.

“You didn’t beeping do nothing!” Ma said. “Don’t take credit. Go in there and do the dishes. That would help.”

“I can’t do dishes and you know that,” Harris said. “On account of my rash.”

“He gets a rash from water,” Ma said. “Ask him why he can’t dry.”

“On account of my back,” Harris said.

“He’s the King of If,” Ma said. “What he ain’t is King of Actually Do.”

“Soon as he leaves I’ll show you what I’m king of,” Harris said.

“Oh, Harris, that is too much, that is truly disgusting,” Ma said... “We’ll put you in your old room,” Ma said.

On my bed was a hunting bow and a purple Halloween cape with a built-in ghost face.

“That’s Harris’s beep,” Ma said.

“Ma,” I said. “Harris told me.”

I made my hand into a fist, put it upside my head.

She gave me a blank look.

“Or maybe I didn’t understand him right,” I said. “Lump? He said you’ve got a – ”

“Or maybe he’s a big beeping liar,” she said. “He makes up crazy beep about me all the time. It’s like his hobby. He told

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the mailman I had a fake leg. He told Eileen at the deli one of my eyes was glass. He told the guy at the hardware I get fainting dealies and froth at the mouth whenever I get mad. Now that guy's always rushing me outa there."

To show how fine she was, Ma did a jumping jack.

Harris was clomping upstairs.

"I won't tell you told about the lump," Ma said. "You don't tell I told about him being a liar."

Now this was starting to seem like the old days...

### 3.8. Translation Practice

Translate the following sentences from Russian into English.

#### Sentence translation card 1

1. Они познакомились на свадьбе друзей и поженились, когда закончили университет.
2. У меня есть сын дошкольного возраста, каждый день я отвожу его в ясли.
3. Наша мама следит за домом, а папа зарабатывает на жизнь.
4. Это – брак по любви, не по расчёту, и поэтому у них настоящее блаженство.
5. Эти близнецы похожи как две капли воды, их трудно отличить.
6. Она постоянно ищет в своем муже недостатки, обзывает его лежебокой, хотя он один зарабатывает на жизнь.
7. Их брак на грани разрыва из-за того, что она скрывала свой семейный секрет. Они наверняка разведутся.
8. Я хочу получить развод и жить раздельно.

#### Sentence translation card 2

1. Она вспылала к нему, но виду не показывала. Она

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наверняка строила недотрогу.

2. В Китае когда-то был бум рождаемости, но сегодня ситуация изменилась.

3. Я помогаю маме готовить, работать по дому, следить за младшими детьми.

4. Каждый вечер у них было свидание в парке, и они целовались на каждой скамеечке.

5. Он – точная копия отца, хотя и не знал его, рос как сирота.

6. Это молодой человек – настоящий сердцеед, разрушающий иллюзии женщин.

7. Мама жениха устроила скандал из-за семейного происхождения невесты.

8. Она дала ему развод, и они расторгли брак.

### Sentence translation card 3

1. Они вспыхнули друг к другу любовью, и он сделал ей предложение. Наверняка они поедут в Испанию во время медового месяца.

2. У моего старшего брата своя семья, и они ждут ребенка.

3. Мой дедушка на пенсии, но полон сил и энергии.

4. После длительного периода свиданий, они связали себя узами брака.

5. Все наши близкие и дальние родственники, все самые родные и дорогие приехали отметить семейную годовщину.

6. У моих племянницы и племянника это наследственное – всегда опаздывать.

7. Ее бывший муж часто затевал с ней драку и раздувал скандалы.

8. Он ушел от нее, когда узнал, что она выдала семейный секрет.

Sentence translation card 4

1. Они втюрились в 8 классе и поженились, как только достигли совершеннолетия.
2. Я сразу понял, что он – моя родня.
3. Моя сестра – очень непрактичная, хотя производит впечатление человека полного здравого смысла.
4. Он влюбился в нее с первого взгляда и женился на ней через месяц. Им наверняка первое время будет сложно распределить домашние обязанности.
5. Семья состоит из двух людей, связанных узами брака.
6. Они были женаты более 10 лет и не имели ни одной ссоры.
7. Он ушел от нее, когда узнал про ее любовника.
8. Моя бабушка ушла на пенсию давно, но все еще полна здравого смысла.

Sentence translation card 5

1. Он пригласил ее на свидание, чтобы предложить руку и сердце.
2. Есть семьи маленькие (ядерные), а есть – большие (расширенные).
3. Я без ума от моего брата, и мы в очень хороших отношениях с его женой.
4. Я работаю няней, сижу с малышом 3-х лет.
5. Мои предки на пенсии, у нас с ними глубокое непонимание.
6. Эта женщина командует всеми в семье, отчитывает детей за каждую мелочь так, что их жизнь превращается в ад.
7. Она вышла за него замуж весной, а развелась с ним к Новому году. Наверняка к 8му марта она уже познакомится с новым мужчиной.

8. Только что поженившаяся пара испытывала блаженство.

Sentence translation card 6

1. Он был по уши влюблен в нее и ухаживал за ней, пока она не приняла его предложение о свадьбе.
2. В наше время семья с одним родителем, к сожалению, – обычное явление.
3. Ее муж – очень несдержанный, постоянно устраивает скандалы по любому поводу.
4. Мой сын уже школьного возраста, он ходит в школу через дорогу.
5. Мои сводные брат и сестра – мои ближайшие родственники.
6. Его измены очень ранят ее чувства, из-за чего она стала истеричной. Наверняка у нее тоже скоро будет интрижка с каким-нибудь сердцеедом.
7. Они поженились в сентябре, и следующим летом развелись.
8. Они объявили о дне свадьбы во время помолвки.

Sentence translation card 7

1. Они были помолвлены уже полгода, когда она отвергла его предложение.
2. Она забеременела в 2013 г., а родила ребенка в начале 2014. Ребенок уже наверняка учится в школе.
3. Она считает, что он ей изменяет, и ревнует его к каждой женщине.
4. Очень легко избаловать ребенка и вырастить из него неженку (маменькиного сынка).
5. Я забочусь о брате, который на 10 лет младше меня.
6. Я воспитываю 3-х сыновей, это мои ближайшие родственники.

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7. Она сама была старой девой, но не хотела, чтоб ее племянник был убежденным холостяком.
8. Пока дети несовершеннолетние, их финансово поддерживают родители.

### Sentence translation card 8

1. Жених и невеста назначили дату свадьбы и решили, где будут проводить мальчишник и девичник.
2. Моя мама беременна моим братом уже 3 месяца.
3. Он – неверный супруг, у него есть любовница. Его жена наверняка скоро узнает о его измене.
4. Брат и сестра (одним словом) не походили друг на друга.
5. Очень сложно преодолеть разрыв поколений.
6. Он пообещал больше не пить как сапожник, и они помирились.
7. Мои родители разведены, но живут вместе.
8. Красота – это наследственное в их семье.

### Sentence translation card 9

1. Будущий муж выбрал обручальное кольцо для ново-брачной.
2. Моя жена сейчас в декретном отпуске, скоро поедет в роддом.
3. Жизнь в супружестве имеет много проблем, для решения которых нужно знать, как разрядить атмосферу.
4. Он не поддерживает свою семью, хотя сын так на него похож.
5. Часто девушки становятся объектом домашнего насилия, особенно если выходят замуж за богачей.
6. Когда родители разрывают отношения, это сказывается на детях.
7. Он предложил развестись, и она согласилась на это сра-

зу же. Наверняка она его не любила.

8. У нас хорошие отношения в семье, мы с мужем не любим ругаться.

Sentence translation card 10

1. Жених и невеста получили брачный сертификат и уехали в свадебное путешествие.

2. Очень трудно растить ребенка: стирать пеленки, заботиться о нем, держать под контролем.

3. Она убита горем из-за того, что ее муж имеет интрижку с кем-то на работе.

4. Вы с мамой очень похожи, выглядите как сестры, хотя она на 20 лет старше.

5. У них напряженные отношения из-за того, что она строит глазки каждому незнакомому мужчине.

6. Они прекратили бракоразводный процесс и решили спасти семью ради детей.

7. Очень не хочется, чтоб мой брак распался, разрушив семью. Наверняка мы еще можем помириться.

8. Домашнее насилие – это преступление, с которым надо бороться.

**3.9. Speaking Practice 3**

Speak on the following situations.

1. Speak about your aunt, a widow.

2. Why are your neighbours on bad terms?

3. Speak about your neighbours' family.

4. Why is your elder sister going to get divorced?

5. Speak about your family as if you are the parent of 5 children.

6. You are a businessman\woman and have no time for your family.

7. Speak about an ideal family.

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8. Speak about the best time to create a family. Give arguments.
9. Speak about the best time to have children. Give arguments.
10. You have recently had a brilliant honeymoon.
11. Marriage of convenience, is it good or bad?
12. What problems a young family may have?
13. A family with one parent – a drunkard.
14. You have a big family where many generations live together.
15. Every mother should be a housewife, yes or no? Give arguments.



## Topic “House and flat”

### Speech Pattern «Если будет ...»

*If we have enough money, we'll buy that bungalow.*  
*Если у нас будет достаточно денег, мы купим тот домик.*

*If Present Simple ..., Future Simple ...*

*If I find her address, I will send her an invitation.*  
*Если я найду ее адрес, я отправлю ей приглашение.*

*I will phone him in the evening if I don't see him this afternoon.*  
*Я позвоню ему, если не увижу вечером.*

**Lead-in:** answer the following questions:

1. Do you like the place where you are living? Why or why not?
2. What is your favorite room in your house? Why?
3. How long have you lived where you are living now?
4. What do you like about your home? What don't you like?
5. What things in your home couldn't you live without?
6. What things in your house could you easily live without?
7. Where would your dream home be?
8. Which room do you spend the least time in?
9. Which room do you spend the most time in?
10. Is every house a home?

## 1. Dwelling

### *Vocabulary on House and Flat I*

№	Word or expression	Transcription	Translation
1	to leave the house		
2	to move <b>into/out</b> (of a house)		
3	a house-warming/a housewarming		
4	a detached house		
5	a semi-detached house (BrE) a duplex (AmE)		
6	a terraced house (BrE) a row house (AmE)		
7	a town house/townhouse		
8	a high-rise building/a high- rise/a multistorey building		
9	a block of flats (BrE) an apartment building/house (AmE)		
10	a housing estate (BrE)		
11	a housing development (AmE)/ a subdivision (AmE)		
12	a residential area/street		
13	a bungalow		
14	a hut		
15	to face sth/front <b>on/onto</b> sth		
16	to overlook sth		
17	to give <b>on/onto</b> sth		
18	to have a south-facing aspect		
19	a rubbish/refuse chute		
20	(modern) conveniences (Pl)/ mod cons (Pl; inf)		
21	air conditioning/AC (C, U)		

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	to be fully air-conditioned		
22	floor space (U)		
23	to take <b>up</b> much floor space		
24	a drive (BrE)/a driveway (AmE)		
25	a postbox (BrE)/ a mailbox (AmE)		
26	a basement / a cellar		
27	an attic		
28	an inner door		
29	Banisters		
30	a landing		
31	energy-efficient light bulbs		
32	a PVC window		
33	a windowsill/a window ledge		
34	a radiator		
35	a multistorey (car park)		
36	a living room/a front room (BrE; o.-f.)		
37	a bedsitter/bedsit (inf)/ a bed-sitting room		
38	a utility room		
39	a guest room/a spare room		
40	a lounge (esp. BrE) a recreation room (AmE)		
41	spacious (appr)		
42	poky/pokey (disapr)		
43	to be cramped <b>with</b> /to be cramped full <b>of</b> furniture a cramped room (disapr)		
44	cosy (BrE)/cozy (AmE)		
45	messy/to be <b>in</b> a mess (disapr)		

### 1.1. Vocabulary Practice 1

1. Put these words in the correct column to form phrases.  
Translate the phrases into Russian and make sentences  
with five of them:

laminate	folding	back	suspended	party	low	linoleum/	lino	carpeted	sloping	parquet	wood/	wooden	re-	volving	front	French	tiled	high	panelled	brick	slid-	ing	massive	floor-to-	ceiling	rear	stretch
----------	---------	------	-----------	-------	-----	-----------	------	----------	---------	---------	-------	--------	-----	---------	-------	--------	-------	------	----------	-------	-------	-----	---------	-----------	---------	------	---------

floor	ceiling	wall	window	door

2. Explain the difference between:  
to move house – to set up house  
to move into – to move in with  
a multi-story building – a multi-storey building  
Attic – garret  
Floor (n, C) – flooring (n, U)  
a flat – an apartment  
last – latest
3. Use the vocabulary from ***Vocabulary on House and Flat I*** instead of the italicized parts of the sentences:
  1. The windows *faced north*.
  2. The window *gives onto* a park.
  3. Consider swapping your ageing light bulbs for *energy-saving light bulbs*; on average, this could save you around two hundred roubles!
  4. The neighbours' flat is *not spacious enough* for three people.
  5. Our new fridge *saves some floor space*.
  6. In the evenings our family get together in the *front room*.
  7. Close *internal doors* to keep the heat in the rooms you are in and turn radiators off in unused rooms. Consider

putting on an extra layer of clothing before turning up the heating.

## 1.2. Reading Practice 1

Read the texts, paying attention to the words in *italics*. Retell the texts in groups of 3. Describe your flat using the italicized words and word combinations from the texts.

### Our New Flat

I live in Ekaterinburg in a five-storey *dwelling house* in the centre of our city. Last year our wooden house was *pulled down* and we moved here into a two-room flat with all modern conveniences. Now we have cold and hot running water, gas, electricity, central heating and a refuse chute. Now we needn't have a *garbage can* which we *had to empty* in the yard twice a day. We live on the top floor and from the balcony we *have a good view* of the large green park, our *block of flats* fronts.

The *entrance hall* is rather small. Near the door lies a small *doormat*. We *wipe our feet* on it. Against the wall there is a *hallstand* where we hang our hats, coats and a *mirror stand*.

The study is rather *spacious*. It's a *simply furnished room*. The *floor space* is about 15 square metres. It *is not overcrowded with furniture*. Everything *fits in* well. Nothing is *out of place* here. *Next to* the window there is a writing desk with a lot of drawers and a *desk lamp* with a yellow *lampshade*. The bookcase, which is full of books, has *sliding glass doors*. The *curtains of a pretty pattern match the wallpaper*. On the left there are two comfortable armchairs *facing the TV set*. The room has a *south-facing aspect*, so it is sunny all day long.

In the bedroom we have a dark-brown *suite of furniture* of the latest model and a thick carpet *to match*. Beside the divan bed there is a dressing table with some combs and hairbrushes. In the built-in wardrobe we keep our clothes and *bed linen*.

In the kitchen there is a fridge *to store perishable foods* (*perishables*) *in*, a cupboard, a kitchen table and a *gas cooker* with an *oven*. *Over the sink* there is a *plate rack*. All the kitchen

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*utensils* are close at hand, so it doesn't take you long to do the cooking. In the corridor there is a *built-in closet* where we keep our *vacuum cleaner (hoover)*, *electric iron* and other *household objects*.

In the bathroom with *tiled walls* there is a *bathtub* and a shower, a *towel rack* and a *washbasin* with a shelf above it. On it we have some *toiletries at our disposal: a cake of soap*, a toothbrush and a toothpaste (tooth powder) and some *shaving articles*. There is nothing special about our flat, no rich *decorations*, but we are *accustomed* to it. It's much better and more comfortable *compared* to the old one.

### The House

A house may be built of wood, stone, brick, concrete or prefabs. A building may be one, two, three, four-storeyed and higher. There are many *multistorey blocks of flats* in our town now.

American multistorey buildings are called *skyscrapers*. There are skyscrapers in London, too. At the moment, London has more than 360 *tall buildings*!

Our first floor is usually called *the ground floor* in Great Britain and our second floor corresponds to the English first floor. The Americans call the floors as we do: first, second, etc.

The house we live in is our home. The house may *front* a street, a park, a square. It may have a southern, northern, eastern or western aspect (a south-facing aspect). The windows of my room *overlook a lane*.

When people move into a new flat, they usually *have a house-warming party*.

There may be a one-room, a two-room flat, etc. Most of the flats nowadays have all modern conveniences, such as running water, gas, electricity, central heating and *a refuse chute*.

The entrance to the house from the street is called the front door. There is sometimes another entrance, too, leading into the house from the yard – the back door.

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The staircase leads to the upper floors. We go upstairs and downstairs. The staircase consists of stairs (steps).

The steps between two landings are called a flight of stairs, and the door of the flat usually *opens on to* the landings.

When visitors come, they press the bell or *knock at / on* the door. Then one of the inhabitants *answer the door (the bell)*, and the visitor asks if the person he wants to see is in or out.

### A Flat in our Country

A modern flat in our country is a three-room flat with *constant* hot water, a refuse chute and a built-in cupboards.

The study is a simply furnished room. The *main* piece of furniture is the writing desk. Next to it stands a bookcase with sliding glass doors. The sofa against the wall faces the TV set of the latest model.

The adjoining room is the dining room. When *dinnertime* comes, the *hostess spreads the tablecloth* and *sets the table*. She takes the *crockery* and *cutlery* out of the sideboard and puts them on the table.

The walls in the bedroom *are papered with beautiful wallpaper*. There is *parquet* on the floor. The built-in wardrobe saves much floor space. The lampshade of the *suspended lamp* makes the room look cosy. A beautiful thick carpet, matching the furniture, is *spread* on the floor.

It is pleasant to have such a nice *apartment!*

## 1.3. Vocabulary Practice 2

### Exercise 1

*Give the 4 forms of the following words:*

Spread, choose, pay, sell, set, put, take, keep, make, coat, give, write, come, find, see, buy, built, go, show.

### Exercise 2

*Complete the sentences:*

1. They moved into a two-room flat with all modern conveniences including a refuse chute and constant... .

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2. The main piece of furniture in the bedroom is ... .
3. When dinnertime came ... .
4. The walls in the living room are ... .
5. The floor is not painted, it is ... .
6. The carpet which is spread on the floor ... .
7. It is dinnertime, spread ... .
8. The crockery and cutlery are ... .
9. Built-in cupboards ... .
10. The wallpaper patterned with leaves makes the room ... .

### Exercise 3

*Translate into English:*

1. Очень удобно, когда в квартире постоянно есть горячая вода.
2. Главное в этом гарнитуре – раздвижной обеденный стол. Если к нам придут гости, этот стол нам понадобится.
3. Шторы и ковёр гармонировали с обоями и делали комнату очень уютной.
4. В столовой – паркет, а на кухне пол крашенный.
5. Не накрывай на стол, я ещё не расстелила скатерть. Где ножи и вилки?
6. Стены в ванной кафельные, в коридоре – покрашены, а на кухне – побелены, а в гостиной оклеены обоями.
7. Что обычно расстелено на полу? Какого цвета абажур у люстры?
8. Их новые апартаменты состоят из трёх комнат, ванной, кухни, туалета и прихожей.
9. Что делает их жилище таким удобным и уютным?
10. Ты не могла бы расстелить скатерть и накрыть на стол? Возьми в шкафу посуду, вилки и ножи.
11. Помимо круглосуточной горячей воды в их доме есть все современные удобства, включая мусоропровод и телефон.



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### Quiz – Idioms: life and living

Taken from: <http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode79/quiz.shtml>

1. I never recycle anything, but it's time to change. I'm going to

...

- a. call a spade a spade
  - b. be stuck in a rut
  - c. turn over a new leaf
  - d. burn the candle at both ends
2. Look, let's... – what's the main problem?
- a. let our hair down
  - b. cut to the chase
  - c. burn the candle at both ends
  - d. paint the town red
3. Stop... . What are you trying to tell me?
- a. beating up the bush
  - b. beating in the bush
  - c. beating upon the bush
  - d. beating around the bush
4. You look tired. Have you been ...?
- a. burning the midnight oil
  - b. beating around the bush
  - c. pulling your punches
  - d. on an even keel
5. It's time to... – let's go out and...
- a. put your hair up / paint the town red
  - b. let your hair down / paint the town red
  - c. let your hair down / paint the town pink
  - d. put your hair down / paint the town pink
6. To... , I think you are ...
- a. call a spade a spade / stuck in a rut.
  - b. call the spade the spade / stuck with a rut.
  - c. call a spade a spade / stuck with a rut.

d. call the spade the spade / stuck in a rut.

## 1.4. Listening Practice 1

### Annoying Neighbours

The recording is taken from [www.BetterAtEnglish.com](http://www.BetterAtEnglish.com)

#### I. Pre-listening task

Study the vocabulary list. You will hear these words in the recording.

*Get around* means to avoid or solve a problem.

*Bother* If you *bother* someone, you annoy, irritate, or disturb them.

*Tell me about it!* If someone tells you something that you agree strongly with, you can say “*Tell me about it!*”

*Adjoining* Very near, next to, or touching.

*Party* The word *party* can be used as a verb. When someone from southern California talks about *partying*, they mean engaging in adult-type parties, usually involving lots of alcohol, music, and adult socializing.

*I'm afraid* A synonym for “unfortunately.”

*Blasts* To *blast* something means (in this case) to play audio at very high volume.

*Drives me crazy* If something *drives you crazy*, it makes you feel extremely irritated, frustrated, annoyed, or angry.

*Must* This modal verb is used here to show that the speaker is very confident that she knows the truth but not 100% sure.

*Any song but “Relax”* The *Any X but Y* construction means that you would prefer any X to Y.

#### II. Listening and comprehension tasks

1. Listen to the podcast and mark the statements below as True (T) or False (F).

- a. Lori's neighbour usually blasts his favourite song on Saturday and Sunday.
- b. In Sweden people usually “party” at home.

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- c. Lori lives in an apartment.
- d. Lori makes a lot of noise and bothers neighbours when she plays her music.

### Answer the questions:

- a. How does Lori play music in her apartment?
- b. Where does Lori's noisy neighbour live?
- c. Have you heard the song Lori mentioned? How does Michael feel about the song? Do you like it? Why?

### III. Auditory memory check

Fill in the gaps with the words from the recording.

- 1. I'm pretty sure it's a \_\_\_\_\_ version, too, so it's much longer than the original, thus extending my \_\_\_\_\_.
- 2. Okay, that's good because that's, that's yeah, that, I would think that would be a problem \_\_\_\_\_ somebody playing music.
- 3. It must be. But it's SO \_\_\_\_\_. I mean, ANY song but "Relax"!

### IV. Follow-up activity

- 1. Did you have any episodes similar to that described in the recording? What did you do to solve the problem?
- 2. What would you advise Lori to do?

### 1.5. Reading practice 2

Read the text, paying attention to the words in *italics*.

#### House and Flat

*Sean A. Stack*

Most people in Britain live in houses, with only a few, usually in the poorer areas of the city, living in flats. Many flats were built in the '60s, but now these great blocks of flats are often *in ruins*, and some have already been *demolished to make room for more houses*. The terraced houses which the blocks replaced are being rebuilt, and far more popular. Terraced houses are usually for working families, but now in London, where

houses prices are very high, the middle classes are moving into them and changing the character of entire streets. In the suburbs one finds older middle-class *areas*, with semi-detached or detached houses, all with large gardens, and a garage for the car.

Most houses have two or three bedrooms on the upper floor. These are often furnished with *fitted furniture*, which is built specially to fit that room. There will be a bed or a double bed for the married couple, a desk, a dressing table, and *bedside cabinet*, where a lamp and an alarm clock would stand. On the ground floor there will be a bathroom and toilet, a kitchen, a living room and perhaps a dining room. Only the largest houses have a study or library nowadays.

Twenty years ago, to have all modern conveniences (or “mod cons” as they called for short) meant to have running water and indoor toilet. Now, a house is considered primitive if it doesn’t have a bath and a shower, a washing machine and a dishwasher, a cooker and a microwave oven, a refrigerator and a freezer. Of course, a television in the living room is considered a necessity, and there is usually a video there as well. There will be a three-piece suite, consisting of a sofa and two armchairs, a coffee table, usually covered with newspapers opened at the television page, and probably some cabinets displaying favourite ornaments, or old family photographs, or books.

The dining room is usually next to the kitchen, at the rear of the house, and is dominated by the big dining table under a tablecloth, surrounded by chairs. There will be pictures on the wall, but usually there is no other furniture in this room, except perhaps a small cabinet for cutlery and crockery. Every room is carpeted, except for the bathroom and the kitchen.

One can tell a lot about the owners of a house by looking at the garden. If it is neat, with a short lawn and well-kept flowerbeds, you will find tidy, houseproud, conventional people. If the lawn is overgrown, and the flowers choked by weeds, you have found a house of lazy people – the house will probably be

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dirty inside as well. If the garden is used for growing vegetables, you will find careful, practical people inside, who probably enjoy working in the garden if it is for something useful, like homegrown potatoes or cabbage. But if you find a garden where all the plants have been covered by concrete, then you've found someone who hates people staring at this garden to see what sort of person he is. So, don't stand there looking too long, or he may come out and hit you.

1. Read and translate the text using a dictionary if necessary.
2. Explain the difference between the words below:  
a study – a cabinet
3. Write in the missing words and use them in sentences of your own:  
\_\_\_ ruins, to make room \_\_\_, to move \_\_\_, \_\_\_ the suburbs,  
\_\_\_ the upper floor, to consist \_\_\_, to be covered \_\_\_,  
next \_\_\_, \_\_\_ the rear \_\_\_ the house, except \_\_\_, to stare \_\_\_, to come \_\_\_\_.
4. Prepare a report on housing in this country using the text above

### 1.6. Listening practice 2

#### Flatmates

##### I. Pre-listening tasks

Look up the meanings of these words and phrases in a dictionary to understand the recording better.

can (n)	cigarette burn
cigarette end	disaster
serviette	stain
replace	tidy up
scratch	feel bad about sth
get out of hand	

## II. Listening and comprehension tasks

1. Listen to the conversation between Rod and Jim and mark the statements below as True (T) or False (F).

1. Rod was the owner of the flat.
2. His flatmate had not expected him to come back soon.
3. Rod learnt from his neighbours that his flatmate had had a party with a few friends.
4. Rod didn't recognize his flat.
5. He told his flatmate to find himself another place to live.

2. Listen to the dialogue again paying attention to the details and complete the chart below as in the example. Note that four items in the list are not mentioned by the speaker

Item	damage	solution
1. Table		
2. Door		
3. Records		
4. Chairs		
5. Glasses		
6. Floor		
7. Wallpaper		
8. Record player		
9. Sofa		
10. Sink		
11. Carpet		

## III. Auditory memory check

Fill in the gaps with the prepositions, adverbs, conjunctions, from the recording.

1. What \_\_\_\_\_ earth happened \_\_\_\_\_ the flat?
2. It looks \_\_\_\_\_ a bomb fell \_\_\_\_\_ it.
3. I was going to tidy everything \_\_\_\_\_  
you got \_\_\_\_\_.
4. I think someone fell \_\_\_\_\_ it.

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5. I feel really bad \_\_\_\_\_ all this.
6. Things just got a bit \_\_\_\_\_ hand.
7. I was just \_\_\_\_\_ to clean it \_\_\_\_\_.

### IV. Follow-up activities

- Recall an episode from your life similar to that described in the recording.
- What kind of flatmate are you? Are you an easy person to live with?

Taken from Learning to Listen By E. B. Karnevsкая, N. A. Pavlovich,  
V. V. Lopatko. Minsk, 2002. P. 74-76.

### *Vocabulary on House and Flat II*

№	Word or expression	Transcription	Translation
1	to be situated/lie/stand		
2	to be (situated) <b>within</b> walking/driving distance <b>of</b> sth		
3	a residential area/street		
4	<b>in</b> the neighbourhood		
5	<b>in</b> the suburbs		
6	<b>on</b> the outskirts / <b>on</b> the fringes		
7	<b>in</b> the inner city		
8	within (easy) reach <b>of</b>		
9	a downtown		
10	city centre (BrE) / center (AmE)		
11	domestic/household chores		
12	to keep house / to run the house		
13	to do/tidy ( <b>up</b> ) (esp. BrE)		
14	to mop		
15	to wash / to wash <b>up</b>		
16	dust, to dust		

17	a sweep (usual. Sg), to sweep		
18	to Hoover (BrE)/vacuum (AmE)		
19	to air (v, BrE)/air <b>out</b> (v, AmE)		
20	to be spick and span		
21	to be ( <b>in</b> ) a mess		

### 1.7. Vocabulary practice 3

1. Find synonyms for the words in table 6 and use them in appropriate contexts:

*Ventilate, be a pigsty/a tip (BrE informal), spotlessly clean, clean up.*

2. Explain the difference between:

to mop – mop up

to wash – wash up

to wipe – wipe up

3. Use the words *dust, mop, polish, scour, scrub, sweep, vacuum (hoover), wash up, wax, wipe* in the patterns (A – D) if possible:

*Pattern A: need + Noun*

e.g. The floor needs a wash.

*Pattern B: need + Passive Infinitive*

e.g. The floor needs to be washed.

*Pattern C: need + Gerund*

e.g. The floor needs washing.

*Pattern D: do the + Verbal Noun\**

e.g. I hate to do/doing the washing!

\*NOTE

The verbal noun is derived from a verb, but it has/exhibits no verbal features at all, i.e. a verbal noun is strictly a noun. The nominal properties of the verbal noun are:

- It takes the definite article as its determiner (It was a habit with him to tell her **the doings** of his day);



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- It can be used in the plural number if the sense permits (Lewis had offices in Zurich and London, and his **com-ings** and **goings** were casual);
- It can take adjectival attributes in pre-position and of-phrases functioning as attributes, not objects (There was **a tramping of feet**).

### *2. Redecorating a flat*

#### *Vocabulary on House and Flat III*

№	Word or expression	Transcription	Translation
1	to decorate		
2	to do <b>up</b> (BrE)		
3	to redecorate		
4	to have one's flat redecorated		
5	an interior designer		
6	to carpet		
7	to insulate		
8	to rewire		
9	to paint		
10	a panel, to panel		
11	to paper		
12	varnish, to varnish		
13	to polish		
14	to whitewash		
15	repairs		
16	building materials		
17	a ceiling tile / ceramic tiles		
18	a floorboard		
19	skirting board (BrE) baseboard (AmE)		
20	wainscoting ( <i>also</i> wainscot- ting)		

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21	furniture (U)		
22	an item/a piece (of furniture)		
23	to furnish sth <b>with</b> sth		
24	to replace (sth <b>with</b> sth)		
25	a three-piece suite (esp. BrE)		
26	a suite (of furniture), (esp. BrE)		
27	a fold-out table/bed		
28	a drop-leaf table		
29	a coffee table		
30	a bedside table (BrE) a nightstand, night table (AmE)		
31	mahogany (n, adj)		
32	to fit <b>in/into/under</b> /etc		
33	to match		
34	to be simply/well/badly furnished		
35	to arrange/rearrange furniture		
36	be crammed <b>with</b> sth (furniture)		
37	a bar counter		

### 2.1. Vocabulary Practice 1

**Exercise 1.** Match the verbs in A with the nouns in B and make sentences with each word combination:

A	B
carpet	door
do up	flat
install	floor
insulate	house

paint	laminate floor
panel	raw wooden pieces
polish	roof
rewire	room
tile	walls
varnish	window sill

**Exercise 2.** Complete the sentences with words from *Vocabulary on House and Flat II*:

1. I think six rolls of this striped vinyl wallpaper will do to \_\_\_\_\_ my room.
2. The Smiths hired an \_\_\_\_\_ to do the house.
3. They are \_\_\_\_\_ the old windows with double glazing.
4. Polyurethane is the most widely used material in the furniture industry, in everything from the foam cushions to the \_\_\_\_\_ on your oak coffee table. But it can give off some quite nasty chemicals and, unlike wood, takes thousands of years to degrade.
5. The floor has been \_\_\_\_\_ to a satiny sheen.
6. The kitchen is fully fitted and has all the usual necessary appliances including a fridge, an oven and a dishwasher. The floor is \_\_\_\_\_ throughout and has ceramic tiles in the kitchen and the wet areas.

**Exercise 3.** Explain the difference (if any) between:

to redecorate – to refurbish – to renovate

panel (n, C) – panelling (n, U)

decoration materials – decorative materials – building materials

a decorator – an interior designer

**Exercise 4.** Put these words in the correct column to form phrases. Translate the phrases into Russian and make sentences with five of them:

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soft	single	camp	fitted	upholstered	double	converti- ble	straight-backed	king-size/king-sized	linen	folding
		built-in	plush	walk-in	broom	floor-to-ceiling				
<b>chair</b>	<b>bed</b>	<b>sofa</b>	<b>wardrobe</b>	<b>closet</b>						

**Exercise 5.** Complete the sentences with the correct form of the words below:

in	fold	interior	away	quality	out
theme	reflect	exercise			

1. The sofa can be \_\_\_\_\_ for a bed.
2. The designer \_\_\_\_\_ bad taste \_\_\_\_\_ his choice of furniture.
3. Fold \_\_\_\_\_ the ironing board, please!
4. Mr. Smith's house \_\_\_\_\_ his taste.
5. I liked the room's seaside decorative \_\_\_\_\_.
6. Emerald green enhances a sense of well-being in your home and rejuvenates the \_\_\_\_\_.
7. \_\_\_\_\_ furniture won't break the bank if you shop online.

**Exercise 6.** Translate the sentences into Russian. Give synonyms to the italicized words. Use the words and collocations in bold in appropriate contexts:

1. Our bedroom is *teal* and brown, but I would love to have crisp fresh white sheets and a white **bedroom suite**.
2. It is a large, *roomy* cottage, luxuriously furnished, with very wide verandahs shaded by trees and **awnings (BrE; AmE sunshade)**, carpeted and furnished so as to form open-air rooms, very delightful in a hot summer.
3. This property has got a white bathroom suite and a separate **shower cubicle**, a double bedroom, a modern fitted

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kitchen with an *integral* fridge/freezer, a washing machine and an oven. It's really something special!

4. All we need in our good size *living room* is a **three-piece (BrE; AmE living room) suite**.
5. Redesigning your bathroom can be a *daunting* prospect but having made the decision to say bye-bye to the **dated vanity unit (BrE; AmE vanity)** and the wobbly toilet seat, now comes the exciting task of deciding how you want your new one to look.
6. **As a rule of thumb**, it is generally cheaper to buy a complete suite than the individual *pieces*.
7. The cottage is **tastefully furnished** and has a wood burning stove and central heating which makes it ideal for a *break* at any time of the year.
8. The Smiths have just bought a newly *refurbished* traditional three-bedroom(ed) cottage close to the seafront in the seaside resort of New Quay. The cottage has central heating and **double glazing** and new **fixtures and fittings** throughout.
9. The hotel is nicely furnished in a *contemporary* style with cream leather suites and **good quality bedding** and towels.
10. I wish I could **afford** a 42-inch, *flat-screen television*...

### 2.2. Memory practice

Learn the following dialogues by heart:

#### *Dialogue 1*

- So, you have moved into a new flat, haven't you?
- Yes, last Saturday we had our *house-warming party*. Now we have a nice three-room flat with all *mod cons* in a new block of flats in the centre of the city. Here's the front entrance.
- Shall we have *to climb* the stairs?

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- No, there is a lift to take us up... This is our landing...  
By the way, Pete's flat is two *flights down*.

### Dialogue 2

- *Let me help you out of your coat.* Hang you hat *on that peg*... Now I'll *show you round the flat*. This door *leads to* the living room.
- What a spacious room! What's the floor space?
- About 25 square metres, I believe.
- I like the pattern of the wallpaper. *It makes the room look cosy.*
- The room is not well furniture yet. The sofa *fits in* very well, but the writing desk looks out of place here.
- *But don't cram too much furniture into the room.* There should be enough space to move about. I don't like *heavy pieces* of furniture.
- You are quite right. *An overcrowded room doesn't show good taste.*
- You get *a fine view from* the balcony!
- On the right you see a shopping centre. *Everything is close at hand.*

### Dialogue 3

- Here is our bedroom.
- A very nice room. A cheval mirror, a dressing table...  
But where is the wardrobe?
- We have a built-in wardrobe. It's very convenient. *Much floor space is saved.*
- Is this your kitchen? We also have a gas cooker and a *refrigerator* for *storing perishable foods in*. But we have no refuse chute.
- These shelves are for kitchen utensils and this is a sink with a rack for dishes above.
- Indeed, you *are lucky to have such a nice apartment!*

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1. Explain the difference between the words below:  
comfortable – convenient
2. Read the dialogues and make up your own ones using the italicized vocabulary.

### *Dialogue 4*

*to make head or tail of sth* – to understand

*or rather* – to be more exact

*it'll cost you a pretty penny* – it'll cost you much

*it is not likely to fall in value* – price is not going down

*scaffolding* – poles and planks to help construction

*How much will it be?* – How much will it cost?

*Have it your own way* – just as you please, if you don't want to tell me, I don't want to know.

*If I were in your shoes* – If I were in your situation

*French windows* – a pair of light doors made of glass in a frame usually opening out on to a garden or balcony

### **Building a House**

- I hear you are going to build a house, or rather *to have a house built*.
- Yes, my wife is keen to have *a house of her own*.
- What sort of house is it going to be?
- Oh, a fairly big one of two storeys. I've bought the *site*. Land's pretty dear here.
- Then, it must have *cost you a pretty penny*.
- It did. But it'll be a good investment and the land is not likely *to fall in value* as years go by.
- Have you got the plans?
- Yes, they are in my flat. Care to come and have a look?
- I'd love to, but I can't *make head or tail of plans of* houses. And have the workmen begun yet?
- They began some time ago. Come along and see how they are getting on.

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- Of, they're putting up the scaffolding. That means they'll soon be laying the bricks. And how much will it be, by the way?
- Oh, not very much.
- All right. Have it your own way.
- *I've made big money lately* and this seems a good way of spending it.
- You're lucky. *I wish I were in your shoes.*
- Look here at the plan. There'll be French windows opening on to each balcony.
- I'm happy you are going to have *a house of your own*. Well, I must be going now. So long.
- So long. I hope I'll see you soon.

### Dialogue 5

#### A Room to Let

- Student: Hello. Is that Mrs. Davis?
- Landlady: Speaking.
- Student: Good afternoon. My name's Stephen Brent. I was given your address by the *student accommodation agency*. I understand you have a room to let.
- Landlady: Yes, that's right. I've just got one room still *vacant*. It's rather small, but I'm sure you'll find it's very comfortable.
- Student: I see. And how much do you *charge for* it?
- Landlady: The rent's £25 a week. That includes electricity, but not gas.
- Student: Has the room got central heating?
- Landlady: No, it's got a gas fire which keeps the room very warm.
- Student: I see... And what about furniture? It is furnished, isn't it?
- Landlady: Oh yes... There's a divan bed in the corner with a new mattress on it... Let me see... There's a



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- small wardrobe, an armchair, a coffee table, a bookshelf...
- Student: Is there a desk?
- Landlady: Yes, there's one under the window. It's got plenty of drawers and there's a lamp on it.
- Student: Oh good... Is there a washbasin in the room?
- Landlady: No, I'm afraid there isn't a washbasin. But there's a bathroom just across the corridor, and that's got a washbasin and a shower as well as a bath. You share the bathroom with the people in the other rooms. The toilet is separate, but unfortunately, it's on the floor below.
- Student: Oh, that's all right... What about cooking? Can I cook my own meals?
- Landlady: Well, there's *a little kitchenette next to your room*. It hasn't got *a proper cooker* in it, but there's a gas ring and *an electric kettle* by the sink. I find my students prefer to eat at the university.
- Student: I see. And is the room fairly quiet?
- Landlady: Oh yes. It's *at the back of the house*. It *looks onto the garden* and it *faces south*, so it's bright and sunny, too. It's very attractive, really. And it's just under the roof, so it's got a low, *sloping ceiling*. Would you like to come and see it? *I'll be in for the rest of the day*.
- Student: Yes, I'm very interested. It sounds like the kind of room I'm looking for. Can you tell me how to get there?
- Landlady: Oh, it's very easy. *The house is only five minutes' walk from Finchley Road tube station*. Turn right outside the station, and then it's the third street on the left. You can't miss it. It's got the number on the gate. It's exactly opposite the cemetery.

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- 1. Explain the difference between the words below:  
to let – to rent  
to charge – to pay  
to include – to exclude
- 2. Read the dialogues and make up your own ones using the italicized vocabulary.

2.3. Listening practice 1

Renting a Flat

The recording is taken from: Cool English, № 45

I. Pre-listening tasks

- 1. Look up the meaning of these words and phrases in a dictionary to understand the recording better:

landlord	tenant
communal	box-room
convert	utilities cupboard
snug	(working) fixtures (usually Pl)
peel off	rustic
install	pressure shower
rent (n)	utility bills
security deposit	assume

- 2. Match the words to make complete phrases:

communal	peel off
rustic	bathroom
install	look
pay	sink
paint	security deposit

- 3. Complete the table with the necessary derivatives of some words you'll hear in the recording:

<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
assume		•
convert		
	inclusion	

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		installed
		rented
•		spacious
store		•

4. Put these synonyms in the correct column, discriminate between the shades of difference in their usage or in their meaning:

comfortable/comfy	corroded	cosy	country	rural	shared
-------------------	----------	------	---------	-------	--------

communal	snug	rustic	rusty

## II. Listening and comprehension tasks

1. Listen and mark the sentences true (T), false (F) or not stated (NS):

- There are three bedrooms, a kitchen and a bathroom in the flat.
- There also is a built-in utility cupboard and a storage room in the flat.
- The tenant likes the kitchen the most.
- The rent is 250 pounds per person per month, not including utility bills.
- The tenant decides that he will move in.

2. Listen to the dialogue again and answer the questions:

- What does the potential tenant like/dislike about the flat?
- What's the rent for the flat per month? Are utility bills included in the rent?
- Does the tenant have to pay a security deposit if he wants to move in? Is it returnable?

3. Comment on the meaning of the modals in the sentences from the recording, translate them into Russian:

- So *can* I see the kitchen?
- And *shouldn't* those cupboards have doors on them?

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- c. Is that why the taps are old and rusty then? That *can't* be safe.
- d. Is there any chance you *would* install a new sink for us?
- e. *Are we allowed* to redecorate ourselves?
- f. Well, that would be something we *could* discuss once you've moved in.
- g. And do we *have to* pay a security deposit?

### III. Auditory memory check

Listen and complete the sentences:

1. Well \_\_\_\_\_! This room has in fact been \_\_\_\_\_ and redeveloped into a comfortable living \_\_\_\_\_.
2. Well, this room has been \_\_\_\_\_ to have a "rustic" \_\_\_\_\_.
3. It's a very popular \_\_\_\_\_ in \_\_\_\_\_ at the moment.
4. And so the bathroom is big \_\_\_\_\_ for three to \_\_\_\_\_ then?
5. Yes, the bathroom has \_\_\_\_\_ been refurbished with a \_\_\_\_\_ and a large \_\_\_\_\_.

### IV. Follow-up activities

1. Have you ever rented a room/flat/house? Share you experience.
2. Speak about the main pitfalls of renting a room/flat/house. How can they be avoided?
3. What kind of flatmate are you? Are you an easy person to share a room/flat/house with?

### *Vocabulary on House and Flat IV*

№	Word or expression	Transcription	Translation
1	decorative		
2	a candlestick		
3	a cushion		
4	a wall-to-wall carpet		

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5	to be patterned ( <b>with</b> )		
6	upholstery		
7	a table mat		
8	a cutting board		
9	a doorknob / a door handle		
10	a standard lamp (BrE) a floor lamp (AmE)		
11	a feather duster		
12	a mop		
13	a dustpan		
14	a broom/brush		
15	toiletries		
16	a towel rail (BrE) a towel rack (AmE)		
17	a toilet roll holder		
18	a toilet brush (set)		
19	a toilet		
20	a wheelie bin (BrE)		
21	a rubbish bin/ a dustbin (BrE) a garbage can (AmE)		
22	a domestic/electric(al) appliance		
23	a food processor		
24	a microwave (oven)		
25	a mincer (mainly BrE)		
26	a meat grinder (AmE)		
27	a (food) mixer		
28	a toaster		
29	a juicer		
30	a coffee grinder/a coffee mill		
31	a coffee maker		

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32	a CD player/hi-fi/music system		
33	digital radio (C, U)		
33	a DVD player		
34	a hair dryer/drier		
35	a remote control (a remote)		
36	to plug smth <b>in</b>		
37	to unplug		
38	an extension lead (BrE) / an extension cord (AmE)		
39	household objects		
40	a waste disposal (unit) (BrE) a garbage disposal (unit) (AmE)		

### 2.4. Vocabulary Practice 2

1. Translate the sentences into Russian. Give synonyms to the words and collocations in bold or explain what they mean:

- Do you think candlesticks will become an interior design **must-have** this year?
- Middle class families as a rule live in semi-detached houses with **floral** patterned wallpaper.
- Depending on your taste and the furniture style, bring the rest of the decor in line with the furniture. Cushions, upholstery can tone with curtains and **give (add) a warm colour to the room**.
- Let's face it: we love **lounging around** on our sofas and chairs when we get the chance. From red leather to soft pastel upholstery, comfort is key.
- What I want now is to **sink into** the sofa cushions in a lamplit room and read, preferably one of those enormous, thick novels that I have read before...

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- f. He was relieved to see that the waste disposal unit was as **new-looking** as everything else, that there were no shreds clinging to its teeth.

2. Complete the sentences with words from *Vocabulary on House and Flat IV*, explain what the words and collocations in bold mean, use them in proper contexts:

- a. Would you like a \_\_\_\_\_ carpet in your living room? – Oh, no, I'd like a **plain** wall-to-wall one.
- b. Congrats! **You are done with** the living room in fresh wallpaper and paint, and **are also through with** the flooring and \_\_\_\_\_, how do you **go ahead with** buying the right furniture that **goes with** the colour and theme?
- c. When I got into the room however, the \_\_\_\_\_ was literally hanging off the wall in the toilet, the towel in the bathroom was dirty, but worst of all, as soon as I sat on the bed, it **collapsed**!
- d. The room was cosy but **spartan** – wooden floors, no \_\_\_\_\_, wainscotted walls, candles in \_\_\_\_\_.
- e. All you need to deep clean and **deodorize** a \_\_\_\_\_ is to grind ice cubes made with half vinegar, half water in it.
- f. **Clean up** the mess on the floor beneath his table, please! You can sweep the rubbish into this \_\_\_\_\_.

3. Translate into Russian:

- a. All the furniture in this flat is made in English traditions.
- b. They restored the architectural details of the 19<sup>th</sup> century house.
- c. For their living room they bought upholstered furniture and patterned curtains and wallpaper with a floral design.
- d. The decorator offered an interesting design project.
- e. In the centre of the dining room there is a big mahogany table.

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- f. Coupé-closets have become very popular now.
- g. They bought a cosy six-bedroom house two years ago.
- h. The cottage consists of several tiny rooms with small windows and doors.
- i. They decided to replace the floor in the dining room and add a fireplace with a mantelpiece there.
- j. She wanted to buy an antique bedside table with a marble top.
- k. All white furniture creates a peaceful, airy atmosphere.
- l. Decorative accessories make rooms look cosy and comfortable.

### 4. Match the words and the definitions:

- |                               |                           |
|-------------------------------|---------------------------|
| 1. Plastic panels             | A. Раздвижной стол        |
| 2. An expandable table        | B. Лепной декор           |
| 3. Washable wallpaper         | C. Моющиеся обои          |
| 4. Upholstered furniture      | D. Мягкая мебель          |
| 5. A closet                   | E. Стенной шкаф           |
| 6. A cushion                  | F. Шкаф-купе              |
| 7. A plaster decoration       | G. Диванная подушка       |
| 8. A coupé-closet             | H. Оконные ставни         |
| 9. Shutters                   | I. Жалюзи, рулонные шторы |
| 10. Blind ( <i>AmE</i> shade) | J. Подвесной декор        |
| 11. Hangings                  | K. Пластиковые панели     |

### 5. Choose a word or phrase from exercise 4 to complete the following sentences:

1. an interior; 2. parquet; 3. a lamp; 4. a toilet; 5. a lift; 6. linoleum (*lino*); 7. a double bed; 8. a two-storey house; 9. a balcony; 10. a shower cubicle; 11. a corridor; 12. a two-room flat; 13. a buffet; 14. a veranda; 15. a TV stand.

- a. Their friends created a modern ... design.
- b. She has a ... floor in the living room and ... in the kitchen.



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- c. The married couple bought a ... instead of a single bed.
- d. Her parents live in a one-storey house, and she wants to have ... .
- e. His grandmother keeps old plates and cups in her old ... .
- f. In the bathroom they have a ... instead of a bath.
- g. The ... doesn't work, so you should use the staircase.
- h. He has a small green ... on the desk.
- i. There is a new lavatory pan in the ... .
- j. Last week they moved into a ... . Now they have a good view from their ... .
- k. There is a long ... in the school building.
- l. They bought a ... for their TV set.

6. Complete the following sentences choosing the appropriate word or phrase from the list. Change the form of the words if necessary. Translate the sentences into Russian.

To be lined	to be full of	to be covered
to be pinned	to lie in heaps	to be concealed
to be lost beneath	to stand open	to be pasted
to lead	to be arranged	to be tiled
to be separated	to be painted	to be papered

- a. If the floor ... .. one can easily hear footsteps on it.
- b. Other walls ... .. with white bookshelves overflowed with books.
- c. The door between the office and a small dark room at the back always ... ..
- d. The floors downstairs ... .. with Indian carpets.
- e. The walls ... .. with pictures of aircrafts.
- f. A staircase ... from the ground floor to the first floor.
- g. The notice ... .. the notice board and became the centre of attention.
- h. A typewriter, some writing papers, pens and pencils – everything ... carefully ... on top of the bookcase.
- i. The walls in the sitting room ... .. but not painted, which made the room look a lot cosier.

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- j. The room ... .. dark expensive furniture. Oriental carpets, smart lamps, everything first-class.
- k. The incident ... .. and nobody ever learned anything.
- l. A sick child ... nearly ... .. the heap of blankets.
- m. Books, papers, manuscripts, stacks of letters ... .. all around the study.
- n. The dining room ... .. from the rest of the house by a narrow passage.
- o. As the tiny house ... .. green, it was almost lost on the green background of the garden.

7. Translate the sentences into Russian. Explain what the words and collocations in **bold** mean:

- a. This is an era of liberation for women. Many **time- and labour-saving** domestic appliances like disposals and dishwashers are introduced in this decade, allowing women to work outside of the home and still cook and clean **in a timely fashion**.
- b. Chrome is among the most common appliance materials of the decade. It is a material that decorates kitchen tables and chairs, clocks, drawer handles and other **decorative pieces**.
- c. We've had (got) **satellite television** installed. Now we can't find the remote control!
- d. If you want to start reducing your energy (electricity) bills get into the habit of turning off the television (hi fi/etc) **at the socket** or **on the set**, and not leaving it on standby. (standby is the mode in which an appliance is neither switched off, nor is in full-on mode).
- e. The factory **settings** on TVs are often too bright for home use.
- f. Don't forget to unplug your **phone charger** when it has finished charging.

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- g. The lamp was **attached to** an extension lead enabling me to easily move it around wherever I needed a little more light.

8. Match the idioms in the left column with their Russian equivalent in the right column:

- |                                        |                                          |
|----------------------------------------|------------------------------------------|
| 1. to build one's castle upon the sand | A. выступать (перед аудиторией)          |
| 2. to build castles in the air         | B. указать кому-л. На дверь              |
| 3. room at the top                     | C. припереть к-л к стенке                |
| 4. to do smth under the table          | D. создавать ч-л непрочное               |
| 5. to be in the chair                  | E. ковёр-самолёт                         |
| 6. to take the floor                   | F. захлопнуть дверь перед носом          |
| 7. a window on the world               | G. председательствовать                  |
| 8. to camp on somebody's doorstep      | H. верхняя ступенька социальной лестницы |
| 9. to shut the door in somebody's face | I. ломиться в открытую дверь             |
| 10. to show somebody the door          | J. строить воздушные замки               |
| 11. to force an open door              | K. окно в мир                            |
| 12. to call somebody on the carpet     | L. у стен есть уши                       |
| 13. a magic carpet                     | M. дать к-л нагоняй                      |
| 14. walls have ears                    | N. делать ч-л секретно                   |
| 15. to drive somebody to the wall      | O. обивать пороги                        |

### 2.5. Reading Practice 1

Read about the different types of window covering below and match the coverings with the photos.

#### 7 Popular Types of Window Coverings

1. **Curtains:** Curtains come in many different designs, but their fabric is almost always thin. Curtains are great for a guest room or home office. Curtains allow some light in while adding a soft touch to the room.

2. **Drapes:** Drapes should not be confused with curtains. Drapes are made of thicker fabric and are often pleated. Drapes look best when covering large windows like in a living room or great room. They add drama while keeping the light and unwanted peering out.

3. **Valances:** Valances use very little fabric to give a window a little more personality. There are two types of valances: free-hanging and structured. Both types cover only the top of the window, therefore, they are best for something like a kitchen window where you want to soften the look of the window without restricting the light.

4. **Venetian Blinds:** Venetian blinds were traditionally made of wood but can now also be found in vinyl or enamel-coated aluminum. Venetian blinds are the ultimate light blocker, which makes them great for kids' bedrooms especially for the summer when bedtime comes before the sun goes down. Venetian blinds can allow your entire family to get the rest they need to grow and thrive.

5. **Vertical Blinds:** Have you seen a glass door leading to a back yard or balcony? If so, then you've probably seen vertical blinds. Vertical blinds are wide slats tightly covered in fabric that open and close with a pull string/chain. This chain can also allow you to pull the vertical blind to one side of the window, which helps if you're covering a door that you need to go in and out of.

6. **Roller Shades:** Roller shades are a piece of vinyl or fabric rolled around a rod. Some roller shades move up and down the window with a chain similar to the one that vertical blinds have. Other roller shades are spring-loaded and can simply be pulled down to cover the window and pulled on again to retract. Roller shades are great for any window you occasionally want to keep light out of but don't want to bring too much attention to.

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**7. Roman blinds:** Roman blinds are made up of horizontal fabric panels divided by wooden dowels or fabric ties at each new panel. You can pull up the blinds with a chain or tie up the blind to your desired length. Roman blinds are made for their aesthetics rather than their light-blocking ability, so they're suitable for a kitchen or dining room where your goal is not to block or reduce light.

Taken from: <https://www.fabricana.com/blog-item/7-popular-types-window-coverings>  
(14.08.2020)





G.

Which type of window covering do you prefer? Why?

### *3. Country life vs. City life*

#### 3.1. Reading Practice 1

##### Apartments for Sale

Read the newspaper ads and find five differences between the apartment complexes.

##### **SPRING GARDEN**



The **Spring Garden** Apartment Complex offers you and your family country living at its best. Surrounded by beautiful woods and hills, Spring Garden is located ten miles outside the city but is only minutes from downtown on the freeway.

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Unfurnished two-bedroom apartments are available. Each apartment has a dishwasher, central heating, air conditioning, and a laundry room. Children and pets are welcome.

In addition, there are tennis and basketball courts, two swimming pools, and a playground. There are two parking spaces for each apartment.

### REGENCY TOWERS

*Come and experience the luxury of **Regency Towers** and enjoy the convenience of living only a five-minute walk from the city centre!*



Each apartment in this six-storey building has a wonderful view of the city. A wide choice of apartments is available, from studios to large three-bedroom apartments.

Each apartment is completely furnished and offers every modern convenience: central heating, air conditioning, laundry facilities, and your own microwave oven. Free maid service is available. Adults preferred; no pets. Regency Towers also offers a swimming pool and exercise room. There is twenty-four-hour security service.

#### **2. Find words in the passages that mean:**

- a) very comfortable and with an expensive feeling*
- b) area with many trees*
- c) a group of buildings*

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*d) a small apartment with one main room*

*e) towards or in the centre or main business area of a town or city*

**3. Which complex would you prefer to live in? Give your reasons.**

### **3.2. Listening Practice 1**

#### **Country Life versus City Life**

The recording is taken from Cool English, № 14



#### **I. Pre-listening tasks**

1. Look up the meanings of these words and phrases in a dictionary to understand the recording better.

the pros and cons

pollution

set-up

a puppy

I mean

easy

a movie

wanna

I guess

to be into sth

excitement

out of town

cool

go to (the) movies

be into sth

you know

fun

gonna

kind of

sort of

scenery

2. Complete the table with the necessary derivatives of some words you'll hear in the recording:



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<i>Verb</i>	<i>Noun</i>	<i>Adjective</i>
•		loud
worry		
	pollution	
•	peace	
	excitement	
experience		

3. When do you think these phrases are used?

*I mean; you know, like...; kind of; I guess; sort of.*

### II. Listening and comprehension tasks

1. In this conversation to young Americans, Jean and Mary, are talking about the pros and cons of living in the country or the city. Listen to the conversation between Mary and Jean and mark the statements below as True (T) or False (F).

- Mary (the first person speaking) is going to buy an apartment of her own.
- Jean (the second person speaking) thinks that living in the city is cool.
- Mary is sure that the city isn't very loud and there's not much pollution.
- Jean has got a chicken.

2. Answer the questions:

- What does one of the speakers like about living in the city?
- What does the other speaker like about living in the country?

### III. Auditory memory check

1. Fill in the gaps with the words from the recording.

- I can have a little puppy \_\_\_\_ myself.
- You can go \_\_\_\_ any time you want, come \_\_\_\_ and not have to worry about \_\_\_\_.

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- c. I like having my \_\_\_\_, and I like having, I don't know, just having my \_\_\_\_ but in the middle of all the \_\_\_\_.
- d. But, you know, you can come to my \_\_\_\_ and experience the \_\_\_\_ and beautiful \_\_\_\_ and \_\_\_\_.

2. What Americanisms have you heard in the recording?

### IV. City or Country?

Listen to the speakers talking about living in a city and living in a country. Where do they want to live? Why?

Speaker	City or country?	Reason
Jeyong, Korea		
Al, England		
Joel, America		
Martin, United States		
Mitchell, United States		
Shuan, Canada		

### V. Follow-up activities

1. Speak about the pros and cons of living in the country and in the city. What is the most important thing for you?
2. Would you rather live in a city (in town) or a village (out of town/in the countryside)? Why?

### 3.3. Reading in the original

Work in pairs. Read a part of the text and retell to each other in turns.

**“Uncle Podger puts up a picture”**

by Jerome K. Jerome (“Three Men in a Boat”)

**Text for Student 1**

SO, on the following evening, we again assembled, to discuss and arrange our plans. Harris said: “Now, the first thing to settle is what to take with us. Now, you get a bit of paper and write down, J., and you get the grocery catalogue, George, and somebody give me a bit of pencil, and then I’ll make out a list.”

That’s Harris all over – so ready to take the burden of everything himself, and put it on the backs of other people. He always reminds me of my poor Uncle Podger. You never saw such a commotion up and down a house, in all your life, as when my Uncle Podger undertook to do a job. A picture would have come home from the frame-maker’s, and be standing in the dining-room, waiting to be put up; and Aunt Podger would ask what was to be done with it, and Uncle Podger would say: “Oh, you leave that to ME. Don’t you, any of you, worry yourselves about that. I’LL do all that.”

And then he would take off his coat, and begin. He would send the girl out for sixpen’orth of nails, and then one of the boys after her to tell her what size to get; and, from that, he would gradually work down, and start the whole house.

“Now you go and get me my hammer, Will,” he would shout; “and you bring me the rule, Tom; and I shall want the step-ladder, and I had better have a kitchen-chair, too; and, Jim! you run round to Mr. Goggles, and tell him, ‘Pa’s kind regards, and hopes his leg’s better; and will he lend him his spirit-level?’ And don’t you go, Maria, because I shall want somebody to hold me the light; and when the girl comes back, she must go out again for a bit of picture-cord; and Tom! – where’s Tom? – Tom, you come here; I shall want you to hand me up the picture.”

And then he would lift up the picture, and drop it, and it would come out of the frame, and he would try to save the glass, and cut himself; and then he would spring round the room, look-

ing for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat, and all the house had to leave off looking for his tools, and start looking for his coat; while he would dance round and hinder them.

“Doesn’t anybody in the whole house know where my coat is? I never came across such a set in all my life – upon my word I didn’t. Six of you! – and you can’t find a coat that I put down not five minutes ago! Well, of all the” – Then he’d get up, and find that he had been sitting on it, and would call out: “Oh, you can give it up! I’ve found it myself now. Might just as well ask the cat to find anything as expect you people to find it.”

And, when half an hour had been spent in tying up his finger, and a new glass had been got, and the tools, and the ladder, and the chair, and the candle had been brought, he would have another go, the whole family, including the girl and the charwoman, standing round in a semi-circle, ready to help. Two people would have to hold the chair, and a third would help him up on it, and hold him there, and a fourth would hand him a nail, and a fifth would pass him up the hammer, and he would take hold of the nail, and drop it.

### **Text for Student 2**

“There!” he would say, in an injured tone, “now the nail’s gone.” And we would all have to go down on our knees and grovel for it, while he would stand on the chair, and grunt, and want to know if he was to be kept there all the evening. The nail would be found at last, but by that time he would have lost the hammer.

“Where’s the hammer? What did I do with the hammer? Great heavens! Seven of you, gaping round there, and you don’t know what I did with the hammer!”

We would find the hammer for him, and then he would have lost sight of the mark he had made on the wall, where the nail was to go in, and each of us had to get up on the chair, be-

side him, and see if we could find it; and we would each discover it in a different place, and he would call us all fools, one after another, and tell us to get down. And he would take the rule, and re-measure, and find that he wanted half thirty-one and three-eighths inches from the corner, and would try to do it in his head, and go mad. And we would all try to do it in our heads, and all arrive at different results, and sneer at one another. And in the general row, the original number would be forgotten, and Uncle Podger would have to measure it again.

He would use a bit of string this time, and at the critical moment, when the old fool was leaning over the chair at an angle of forty-five, and trying to reach a point three inches beyond what was possible for him to reach, the string would slip, and down he would slide on to the piano, a really fine musical effect being produced by the suddenness with which his head and body struck all the notes at the same time. And Aunt Maria would say that she would not allow the children to stand round and hear such language.

At last, Uncle Podger would get the spot fixed again, and put the point of the nail on it with his left hand, and take the hammer in his right hand. And, with the first blow, he would smash his thumb, and drop the hammer, with a yell, on somebody's toes.

Aunt Maria would mildly observe that, next time Uncle Podger was going to hammer a nail into the wall, she hoped he'd let her know in time, so that she could make arrangements to go and spend a week with her mother while it was being done. "Oh! you women, you make such a fuss over everything," Uncle Podger would reply, picking himself up. "Why, I LIKE doing a little job of this sort."

And then he would have another try, and, at the second blow, the nail would go clean through the plaster, and half the hammer after it, and Uncle Podger be precipitated against the wall with force nearly sufficient to flatten his nose. Then we had to

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find the rule and the string again, and a new hole was made; and, about midnight, the picture would be up – very crooked and insecure, the wall for yards round looking as if it had been smoothed down with a rake, and everybody dead beat and wretched – except Uncle Podger. “There you are,” he would say, stepping heavily off the chair on to the charwoman’s corns, and surveying the mess he had made with evident pride. “Why, some people would have had a man in to do a little thing like that!”

### 3.4. Listening Practice 2

#### Buying a Property

The recording is taken from Hot English Magazine, p. 31

#### I. Pre-listening tasks

1. Match the words and phrases with their definition.

1. well-connected	a. Money you pay to the local government for services
2. riff-raff	b. (here) to come off the walls
3. walking distance	c. That is close to some form of public transport
4. council tax	d. A factory worker
5. a blue-collar worker	e. People who you consider inferior because they are poor/dirty/uneducated
6. to peel	f. The wood or metal that goes around the window
7. a survey	g. A situation in which there are various people interested in buying or selling property. All these people depend on one another for the sale or purchase to happen
8. a window frame	h. That you can reach by walking to
9. to push up	i. A professional examination of a house

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10. a chain	j. Furniture or equipment that is fixed in a house such as the windows, the doors, etc.
11. a mortgage	k. To increase
12. a fixture	l. Money the bank gives you to buy a house

2. Study the vocabulary. Make up sentences of your own with these expressions.

*to keep someone away* – to prevent someone from going to a place

*nothing a lick of paint couldn't sort out* – if you paint it, it will be OK

*the structural state of the place* – the condition of the walls, roof, ceiling, etc.

*have seen better days* – were better in the past

*to draw someone's attention to something* – to make someone look at something

3. Do you know the difference between *a freehold* and *a leasehold*? Study the meaning of the words. Do these kinds of contracts exist in our country?

1. a freehold      A contract that says the property is yours forever.

2. a leasehold      A contract that says the property is yours for a limited period of time, usually for a maximum of 100 years.

**Note:** *a few years left on the lease* – this means that after a few years, the property will no longer be yours as the leasehold (the contract) finishes.

## II. Listening and comprehension tasks

1. In this dialogue, Gordon is visiting a property that he is interested in buying. However, it doesn't seem to be exactly what he

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was looking for. Listen to the dialogue and answer these two questions:

1. How would you describe the overall state of the property? Give examples.
2. What kind of client does the estate agent think that Gordon is? Give examples.

2. Now listen to some extracts from the conversation again. You will notice there are some missing words and a beeping sound. See if you can write the missing word. Then check your answers.

1. There's a major shopping centre \_\_\_\_\_ 15 minutes away.
2. I can't say I'm that impressed \_\_\_\_\_ the general condition.
3. Nothing a lick of paint couldn't sort \_\_\_\_\_.
4. I'd like to draw your attention \_\_\_\_\_ the limited number of windows.
5. How many years are left \_\_\_\_\_ the lease?
6. This looks like something \_\_\_\_\_ of the 1950s.

### III. Follow-up activities

Imagine that you are going to buy a property. Make a list of things you want in this property and a list of things about the property you wouldn't put up with. Compare your lists with your partner.

### 3.5. Speaking Practice

#### Bedroom Bedlam

1. Make "There is/are..." sentences that describe the bedroom in the picture. Match the parts of the sentences to describe the room.





There is	a coffee pot	on the paper.
There is	some notes	hanging on the chair.
There is	some papers	on the bed.
There is	shelves	on the shelves.
There is	some pencils	on the chair.
There is	a flower pot	under the chair.
There is	some paper	on the floor.
There is	a fan	next to the coffee pot.
There is	a cup	on the cabinet.
There is	a speaker	pinned to the board.
There is	a coffee cup	stuck to the wall.
There are	a phone	above the bed.
There are	books	in a cup on the shelf.
There are	a laptop	on the shelf.
There are	a towel	on the floor.
There are	a pencil	next to the bed.

2. Speak about the flat you live in. Make use of the following questions and topical vocabulary:

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- a. What modern facilities does your flat offer?
- b. What kind of flooring do you have in your flat?
- c. Are the walls in your flat whitewashed, tiled or papered?
- d. How is your flat lit/lighted?
- e. What kind of window covering do you have?
- f. Is your flat crammed with things?
- g. What makes your flat cosy?
- h. Talk to someone about a flat (an apartment) you've seen.

### 3. Praise or criticize it using the following expressions:

<i>The</i>	<i>room</i>	<i>looks</i>	<i>cheerful</i> <i>splendid</i> <i>old-fashioned</i> <i>depressing</i>
	<i>bedroom</i>		
<i>What</i>	<i>an awful</i> <i>a pleasant</i> <i>a dull</i> <i>a wonderful</i>		<i>view!</i>

### 4. Imagine that you've rented a cottage. Describe it expressing delight. Use the following phrases:

*I was overjoyed with it.*

*I was terribly happy about it.*

*If you only knew how happy I am!*

### 5. Make up and act out dialogues using the active vocabulary:

- Your friend has come to your housewarming party. Show him round the flat.
- Describe the house (the flat) of your dreams.
- Speak about new tendencies in interior design.
- You are going to have a flat repaired.
- Find pictures of an interior. Tell your friend what you like or dislike about it.

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6. Continue the list of things which make you like a flat/house (e.g. different household appliances): *a fridge, a washing machine, a vacuum cleaner, etc.*

### 3.6. Listening Practice 3

#### IKEA Homes

The recording is taken from Cool English. British Bar Chat



#### I. Pre-listening tasks

Look up the meanings of these words and phrases in a dictionary to understand the recording better.

to launch	snug
range of sth	brick
that's my point	mortgage
wood grain	this doesn't come into it
well-insulated	to blow away
energy efficient	global warming
timber frame	environment
fibre glass	to come along

#### II. Listening and comprehension tasks

Listen to two British people talking about IKEA homes and answer the questions:

1. What does one of the speakers say in favour of IKEA homes?
2. What does one of the speakers say against IKEA homes?

### III. Auditory memory check

Fill in the gaps with the words from the recording.

1. But these are gonna be homes, you know, with everything in it so you don't have to worry about \_\_\_\_.
2. They are made of \_\_\_\_, \_\_\_\_.
3. You'll be paying it not for the rest of your life, but for the rest of you \_\_\_\_\_ life.
4. ...I mean, these, these, these homes will stop the \_\_\_\_\_, will stop the global warming...
5. Actually, I was gonna go and have a \_\_\_\_\_ at one.

### IV. Follow up activity

**What do you think of IKEA homes? Would you like to live in IKEA home? Why?**

### 3.7. Listening Practice 4

#### How to Build Furniture

Posted by Peter 25 October 2006

#### I. Pre-listening task



Do you know what these expressions mean?  
Look them up in the dictionary.

The trouble is that...  
upside down  
back to front

inside out  
flatpack  
assemble  
dismantle

#### II. Listening and comprehension tasks

1. Listen to the podcast and fill in the gaps, then answer the questions.

- a. It was a \_\_\_\_\_.

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- b. “The trouble is,” said Joanne, “that you never put things \_\_\_\_\_.”
- c. They needed more \_\_\_\_\_ or \_\_\_\_\_ to put things on.
- d. IKEA furniture is “\_\_\_\_\_” furniture. That means that you buy it in a pack containing all the parts you need, and when you get it home you \_\_\_\_\_ it yourself.
- e. And sometimes you find that not all the pieces are there, and you have to go back to the store to get the missing \_\_\_\_\_.
- f. About two hours later, Kevin said, “It’s finished.” “Mmm,” said Joanne, looking at the cupboard and the bookshelf. “The trouble is that this bit is \_\_\_\_\_. And you have put the doors on \_\_\_\_\_.”
- g. So, Kevin had to \_\_\_\_\_ the furniture and start again.
- h. He cut his finger and hit his thumb with a \_\_\_\_\_.
- i. “...but Kevin – your jumper – look, it’s \_\_\_\_\_!”

### Questions:

1. Why do people do to IKEA?
2. Why did Kevin and Joanne go to IKEA? What did they buy?
3. How much time did it take Kevin to assemble the pieces of furniture?
4. What was wrong first time?

### III. Follow-up activities

**Have you bought anything in IKEA or any other furniture store? Did you assemble it yourself? Share your experience with your groupmates.**

### 3.8. Reading Practice 2

## The Prefabs

Posted by Peter 29 September 2008

**Do you know what prefabs are? Read the text and answer the questions:**

1. Why did the government decide to build the prefabs?  
How many houses did they want to build?
2. How were prefabs build?
3. Who built the prefabs?
4. How many prefabs were built? Why?
5. How long did they last?
6. What does “listed building” mean? Do you know any listed buildings in your city?
7. Pay attention to the underlined words and expressions.



*The only remaining prefabs in Birmingham*

Near to where I live, there is a group of small houses. They are bungalows – that is, they are single-storey houses. There are gardens in front of the houses, and behind them; and most of the gardens are well-kept. There is something unusual

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about the houses, however. Most houses in this part of England are built of brick. These houses, however, are built of cement mixed with asbestos. They are what we call “prefabs”, or prefabricated houses, and they have an interesting history.

At the end of the Second World War, there was a serious shortage of houses in Britain. Tens of thousands of homes had been destroyed by bombing. It was also necessary to find homes for all the servicemen returning from the war. The government decided to build 500,000 new houses to solve the problem. They thought it would be too slow and expensive to build proper brick houses, so they decided to build prefabricated houses instead. Prefabricated houses are made in sections in a factory. The house-builders then take the sections by lorry to the place where the houses are to be built, and fix them together. Houses of this sort are common in many other countries such as the United States. But they are very unusual in Britain. The government explained that the new prefabs would only be temporary. They would be taken down after 10 or 15 years, and proper houses would replace them.

The prefab building programme started in the final months of the war. German and Italian prisoners of war built some of the first houses. Factories which had previously built military equipment were used to make the sections for the houses. In some cases, they used aluminium from old fighter planes.

Things did not happen exactly as the government had planned. Prefabs turned out to cost more than normal houses, and in the end only about 167,000 of them were built. And they were not generally replaced with proper houses after 10 or 15 years; they had to last much longer. There were problems too about very poor insulation, which made the prefabs cold in winter, and leaking roofs.

But for many working-class families, a prefab was like a dream come true. Previously, they had lived in cramped terraced houses in the centre of big cities, where they had little space or

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privacy. Their new prefab had a garden for the children to play in, and an indoor toilet, and a fitted kitchen with a refrigerator!

Gradually, over the years, the prefabs were demolished. Often blocks of flats replaced them. The planners and architects liked the concrete tower blocks; but the people who had to live in them disagreed. The old prefabs – despite their problems – had been better, and closer to the sorts of homes that people wanted.

Today, hardly any prefabs remain. Here in Birmingham they have all gone, except for the small group near my home. These have been refurbished, and they are now, happily, listed buildings, which means that they cannot be altered or demolished. They are a part of the social history of Britain, and it is good that they are still here.

### 3.9. Listening Practice 5

#### Harry and June (and Lots of Other People) Build a New House



#### I. Pre-listening task

Match the words and phrases with their definition.

1. bungalow	a) the system of pipes, openings in the ground, or other devices that are used for carrying away waste matter and water
2. planning permission	b) a mixture of sand, water, and cement or lime that is used to fix bricks or stones to



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	each other when building walls
3. drains	c) having no openings to allow water to get in
4. to supervise	d) a house that usually has only one storey (= level), sometimes with a smaller upper storey set in the roof and windows that come out from the roof
5. foundations	e) official agreement that something new can be built or an existing building can be changed
6. mortar	f) a thin, usually square or rectangular piece of baked clay, plastic, etc. used for covering roofs, floors, walls, etc.
7. tiles	g) a substance that becomes hard as it dries and is used especially for spreading on walls and ceilings in order to give a smooth surface
8. watertight	h) the structures below the surface of the ground that support a building
9. plaster	i) a large metal container into which people put unwanted objects or building or garden waste, and which is brought to and taken away from a place by a special truck when people ask for it
10. work surfaces	j) to watch a person or activity to make certain that everything is done correctly, safely, etc.
11. a skip	k) a flat surface in a kitchen, especially on top of low furniture, on which food can be prepared

## II. Listening and comprehension task

1. Read the names of the building occupations in the box. Do you know what these people do?

Gas fitter;	kitchen fitter;	carpet fitter;	carpenter;
planning official;	architect;	estate agent;	bricklayer;

building inspector; electrician; solicitor; skip lorry driver; gardener; roofer; painter; plumber; joiner; plasterer; builder; decorator

2. Try to fill in the gaps with the words from the box above, then listen to the podcast and check yourself.

- a. First, they go to an \_\_\_\_\_, who sells houses and land.
- b. Then they ask a \_\_\_\_\_ to handle all the legal matters connected with buying the land.
- c. Harry and June know what sort of house they want, but they need an \_\_\_\_\_ to design the house and make plans for them.
- d. So, they fill in application forms and spend several weeks arguing with the \_\_\_\_\_ in the local authority about interesting things like where the drains will go.
- e. The \_\_\_\_\_ digs the foundations for the house, and a local authority \_\_\_\_\_ then comes to check that he has built the foundations properly.
- f. A \_\_\_\_\_ builds the walls of the house with bricks and mortar, and a \_\_\_\_\_ builds the wooden framework for the roof.
- g. A \_\_\_\_\_ then puts the tiles on the roof and makes it watertight.
- h. Inside the house a \_\_\_\_\_ is busy putting plaster on the new walls.
- i. An \_\_\_\_\_ arrives to install the electric wiring.
- j. A \_\_\_\_\_ installs the water pipes.
- k. A \_\_\_\_\_ puts in the gas pipes for the central heating and the cooker in the kitchen.
- l. A \_\_\_\_\_ comes to install the doors and cupboards inside the house.
- m. A \_\_\_\_\_ comes to paint the outside of the house.

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- n. Inside the house, a \_\_\_\_\_ paints the woodwork and puts wallpaper on the walls.
- o. In the kitchen, a \_\_\_\_\_ is busy installing kitchen cupboards and work surfaces, and a \_\_\_\_\_ is putting carpets in the living room and the bedrooms.
- p. A \_\_\_\_\_ places a skip in the road outside, and the builder spends the next two days putting all his rubbish in the skip.
- q. A \_\_\_\_\_ is able to dig the garden and plant grass and flowers to make it look beautiful.

### III. Follow-up activity

**In the podcast you heard that most occupation names in English do not tell us whether the person doing that job is a man or a woman. Can you give any examples where there are different names for men and women of the same occupation?**

*! Mind that for some occupations it may be considered rude if you use the female instead of neutral form, so e.g.: a chairperson, a mail-carrier, a police officer, a firefighter, a member of Congress.*

### 3.10. Translation Practice

Translate the following sentences into English.

#### Test 1

1. Посуда в ящиках буфета, а чайный сервиз в серванте.
2. Она живёт на самом верхнем этаже. Ей, наверное, трудно подниматься на свою площадку, когда лифт не работает.
3. Нам придётся раздвинуть стол, хотя он займёт много места.
4. По-моему, шторы не гармонируют со стенами. И эта тумбочка здесь не к месту.
5. Соседняя комната принадлежит родителям.

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6. В комнате должно быть достаточно места, чтобы двигаться. Я не люблю заставленные мебелью квартиры.
7. Этот мебельный гарнитур слишком дорог. Такая цена мне не подходит.
8. Им повезло. У них все современные удобства в квартире, да ещё и телефон в придачу.
9. Я не знаю, какова площадь нашей квартиры.
10. Почему ты стучишь в дверь? Звонок опять не работает? Ты ведь починил его на днях.
11. Рисунок ковра мне не по душе. Если мы решим арендовать эту квартиру, то от ковра мы избавимся.
12. Сколько стоит эта хрустальная ваза?
13. Очень удобно иметь в квартире мусоропровод, чтобы не выносить ежедневно во двор мусор.
14. Сколько стоит книжный шкаф с раздвижными стеклянными дверцами?
15. Давайте я помогу Вам снять пальто. Можете повесить его на этот крючок.
16. Она пообещала показать мне свою новую квартиру.
17. Ты чистишь зубы зубным порошком или пастой?
18. Какими удобствами снабжена кухня?
19. Не красьте стены. Оклейте их обоями. Сейчас не трудно подобрать хороший рисунок, в магазинах богатый выбор.
20. Если лифт не будет работать, придётся мне подниматься на девятый этаж пешком.
21. Сколько вы заплатили за чайный сервиз?
22. Книжному шкафу не место на кухне.
23. На юге мы жили в просторной мансарде.
24. На первом этаже разместится аптека.

### Test 2

1. На днях мы переезжаем в новую квартиру, и в субботу у нас новоселье. Приходи, я покажу тебе нашу

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квартиру со всеми удобствами на самом верхнем этаже.

2. Их новая квартира очень плохо обставлена. Столовая перегружена мебелью. Раздвижной обеденный стол хорошо подходит, но громоздкий диван там не к месту, и тёмный рисунок штор делает комнату очень тёмной.
3. Ты расстелешь скатерть? Пора обедать! Я накрою на стол. Ты мне поможешь? Возьми в кухонном столе ножи и вилки. Не бери посуду из буфета. Тарелки на полочке для сушки посуды. Масло в холодильнике. Чёрный хлеб у нас есть?
4. В нашем распоряжении 2 часа. Мы можем зайти в химчистку. Она совсем рядом. Нам понадобится всего 10 минут.
5. На полу был расстелен толстый ковёр. Его рисунок делал комнату уютной. Рисунок штор гармонировал с обоями. Это была просто обставленная комната, не загромождённая мебелью. Там было, где развернуться.
6. Мы подошли к новому жилому дому на углу улиц М. и Н., вошли в подъезд, поднялись по лестнице и остановились на площадке 3 этажа. Мы позвонили, и нам открыла хозяйка. Мы вошли в просторную прихожую и повесили пальто на вешалку.
7. Эта дверь ведёт на балкон. С балкона открывается красивый вид на просторную площадь, которая совсем рядом. В комнате очень светло и тепло, т. к. она выходит на юг.
8. Наш дом хорошо спланирован. В нём много 2-х комнатных и 3-х комнатных квартир со всеми удобствами. В распоряжении жильцов есть даже мусоропровод.

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9. Письменный стол с настольной лампой здесь подходят. Голубой абажур гармонирует с обоями. Очень удобно иметь кресло у стены напротив телевизора. В комнате нет тяжёлой мебели, но холодильнику здесь не место. Он должен стоять на кухне. Это более удобно.
10. Позвоним или постучим в дверь? Кто-нибудь есть дома? – Да, кто-то ответил на звонок.
11. Что находится в буфете? Где стоит сервант? В кухонном шкафу есть что-нибудь? Чей это чайный сервиз? Из чего сделана эта посуда?
12. Им подарили кухонные принадлежности: посуду, холодильник, чтобы хранить в нём портящиеся продукты, полку для сушки посуды, плетёное кресло, ковёр и скатерть.
13. Скажи ей, чтобы она вынесла ведро. Мусоропровод не работает.
14. В наши дни площадь двухкомнатной квартиры около 40 квадратных метров.
15. У меня что-то случилось с ноутбуком. Я не могу его починить. Если ты мне поможешь, я буду очень счастлив.

### Test 3

1. Если ты придёшь домой раньше меня, вымой, пожалуйста, пол.
2. Если вы зайдёте на кухню, то увидите там новый холодильник.
3. Когда он вымоет чашки и блюда, он поставит их в сервант.
4. Он вычистит ковёр до того, как вернётся мама.
5. Мы не будем покупать новый мебельный гарнитур до тех пор, пока не переедем в новую квартиру.
6. Где у вас будет стоять телевизор, когда вы его купите?

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7. Она говорит, что если купит торшер, то поставит его около кресла.
8. Она спрашивает, что из мягкой мебели мы купим, когда переедем в новую квартиру.
9. Она спрашивает, придётся ли ей выносить мусор из ведра, если мусоропровод сломается.
10. Она хочет знать, снесут ли их старый дом, когда они переедут в новую квартиру.
11. Кто будет заниматься хозяйством, когда бабушка уедет к сыну?
12. Как твоя бабуся доберётся до вашей квартиры на восьмом этаже, когда лифт не будет работать?
13. Она спрашивает, придут ли Петровы, если их пригласят на новоселье.
14. Она говорит, что если купит сервант, то будет держать в нём чайный сервиз, хрустальные вазы и бокалы.
15. Она спрашивает, избавится ли он от мусорного ведра, если у них будет мусоропровод.
16. Она спрашивает, пригласим ли мы Ивановых, когда мы будем отмечать переезд в новую квартиру.
17. Интересно, поможет ли Коля почистить пылесос, если тот сломается.
18. Он спрашивает, на каком этаже мы будем жить, когда переедем в новую квартиру.
19. Интересно, поможет ли он ей обставить новую квартиру, если она его попросит.
20. Наши соседи получают больше газет, чем мы, но мы получаем столько же журналов, сколько и они.

### Test 4

1. Кухня была не такая просторная, как столовая, её площадь была гораздо меньше.
2. Какой самый великий праздник в нашей стране?
3. Вечером улицы гораздо ярче освещены.

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4. Стиральная машина намного дороже пылесоса, но она дешевле телевизора.
5. Эти шторы сделают комнату светлей и нарядней.
6. В нашей новой квартире больше современных удобств, чем в старой, но та квартира была уютнее и удобнее.
7. Их двор не такой чистый и зелёный, как наш.
8. Соседняя комната такая же маленькая, как эта.
9. Она говорит по-английски лучше Пети, но пишет так же плохо, как и он.
10. Кто самый способный студент в их группе? Кто самый ленивый?
11. Сегодня так же холодно, как было вчера.
12. Наша староста самая занятая в группе.
13. Аня самая старшая в семье. Она на три года старше своей сестры. Лена – самая младшая и любимица родителей.
14. Моя прабабушка старше всех в семье, ей около 80 лет.
15. Этот диван такой же дешёвый, как и тот.
16. Какая самая необходимая вещь на кухне?
17. Эти упражнения легче, чем те, они не такие трудные, и нам понадобится меньше времени, чтобы их выполнить.
18. Почему твоё сочинение самое плохое? Чьё сочинение самое хорошее?
19. В чашке столько же молока, сколько и в стакане.
20. У кого самая интересная статья?
21. В этом тексте меньше новых слов, чем в 10 уроке, но он длиннее, и нам понадобится столько же времени, чтобы выучить его наизусть.
22. У нас не так много детей, как у наших соседей, у нас не так шумно.
23. Давай послушаем последние новости.
24. В самом дальнем углу комнаты ничего нет.



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25. Последняя статья самая интересная.
26. До ближайшего магазина рукой подать.
27. Когда ты видел его в последний раз?
28. Мне читать следующее предложение?
29. Читай дальше, это самый интересный рассказ.
30. На верхних этажах квартиры меньше, но удобнее, т. к. вы не слышите хлопанье входной двери, хотя там столько же удобств, как и на первом этаже.
31. Этот мебельный гарнитур не такой красивый, как тот, но он не такой дорогой и займёт меньшую площадь.
32. В их семье больше детей, но они не такие избалованные и ленивые, как наши.
33. Нам понадобится меньше времени, если мы поедem туда на автобусе.
34. Летом эта комната жарче, чем соседняя, она больше Аниной, но не такая уютная и удобная, как моя.
35. Это самый дорогой, но не самый красивый ковёр. Тот ковёр тоньше, но больше, дешевле и более красивый.

### 3.11. Reading Practice 3

Read the jokes, retell them in pairs

#### JOKE TIME

Arriving home one evening a man found the house locked up. After trying to get in through the window on the first floor he finally climbed upon the shed roof and with much difficulty entered through the second-storey window. On the dining room table, he found a note from his wife: "I've gone out. You'll find the key under the door mat."

■

Lady: How do you like the room as a whole?

Visitor: As a hole it's fine, as a room not so good.

**as a whole** – в целом

**hole** – нора

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■

Tenant: This roof is leaking so badly that the rain comes through. How long is this going to continue?

Landlord: I don't know. I never was much good at forecasting the weather.

■

– Hello, I'm a piano tuner.

– We didn't send for the piano tuner...

– I know it, your neighbours did it.

## Topic “City”

### Speech Pattern

«THE + a Common Noun + OF + a Proper Noun»

*He studies at the University of Moscow.*

*But: He studies at Moscow University.*

*The Strait of Dover (or Dover Strait) is the strait at the narrowest part of the English Channel*

*The Gulf of Mexico is surrounded by the North American continent.*

**Lead-in:** answer the following questions:

1. What is your native city/town? Is it bigger or smaller than the city where you live now? Do you like it?
2. Do you have your favourite place in your native city/town? What is it? Do you have the same in the city where you live now?
3. Have you visited other cities of our country? Which ones? What did/didn't you like about them?
4. Have you visited cities abroad? Which ones? What did/didn't you like about them?
5. Are you good at finding the way about town? Can you manage without your telephone? ☺
6. What is your favourite city transport?

# *1. Getting around, transport, traffic rules*

## *Vocabulary on City I*

№	Word or expression	Transcription	Translation
1	get around/about town		
2	go for a ride (about the city)		
3	on the/one's way to...		
4	passer-by		
5	pedestrian		
6	<b>in</b> the street		
7	<b>in</b> a square		
8	<b>on/at</b> the corner		
9	round the corner		
10	<b>on</b> the outskirts/ <b>on</b> the fringes		
11	<b>in</b> the suburbs		
12	heavy/light traffic		
13	right/left hand traffic		
14	traffic lights		
15	traffic rules		
16	traffic/road signs		
17	pedestrian/zebra cross- ing		
18	means of transport		
19	vehicle		
20	rush hour		
21	one-way/two-way street		
22	bi-directional traf- fic/two-way traffic		
23	traffic jam		
24	speed limit		

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25	overtake		
26	<b>at a speed of...</b> (60 mph)/ <b>at the speed of...</b> (light)		
27	<b>at</b> full/breakneck speed		
28	be fined <b>for</b> ...		
29	cross <b>against</b> the (red) light/run a (red) light		
30	knock down/be knocked down		
31	run over/be run over		
32	cross the road		
33	fasten the seat belt		
34	double-decker (bus)		
35	overcrowded/packed full/crowded <b>with</b> ...		
36	pay the fare		
37	miss one's stop		
38	block the aisle		
39	elbow one's way (to the exit)		
40	be <b>on</b> the wrong bus		
41	get <b>on/off</b> the bus (trolleybus, tram, train)		
42	get <b>in/out of</b> a car/go <b>by</b> car (taxi)		
43	take <b>the</b> underground (bus, tram etc.)		
44	get off <b>at</b> the next stop (but one, but two)		
45	vacant/occupied seat		
46	arrive <b>at</b> (the station)/ <b>in</b> (the city)		
47	request stop		

48	subway		
49	crossroads/junction		
50	pavement (BE)/sidewalk (AE)		

### 1.1. Vocabulary Practice 1

Complete the sentences using the expressions from ***Vocabulary on City I***

1. ... are frequent in this street: children to and from school, neighbours shopping, elders walking.
2. One must never cross the road ... ..!
3. I've just seen this car ... .. a man! That's awful!
4. No matter if you are *at the wheel* or *in the passenger seat* always ... ..
5. He ... .. a taxi, looked around and walked towards the high building ... .. of Madison street and Nelson street.
6. Mary lives ... .. and *commutes* to the city every day to work.
7. When you are driving in town the ... .. is 60 kmph.
8. There are no ... .. near here, to cross the road you should use the ... .
9. The fastest way to get to the centre is to take the ... **at** Botanicheskay station.
10. *The bus service begins at 6* and in an hour they are already ... ..! There is never a ... .. and I have to stand all the way.
11. In Russia *traffic keeps to the right*, but in England traffic is ... .
12. You never pay attention to the ... ..! Now we have missed our turn. Go back to the *roundabout*.
13. *Look out!* That driver is rushing ... ..
14. This is a ... .., you cannot *make a U-turn* here. Drive on and *turn left* at the traffic lights.

15. She was ... \$150 for *speeding*.

### 1.2. Speaking Practice 1

Describe your street (or any other street in the city) using the following adjectives and expressions:

*broad, narrow, well-planned, straight, crooked, paved with asphalt, cobbled, tree-lined, one-way, two-way, busy, main, business.*

### 1.3. Reading Practice 1

Read what an American says about Yekaterinburg Metro. Do you agree with him?

...Even though no one likes to wait in lines, one place where I do not mind it so much is the Metro station... any of them! I truly appreciate the thought and effort that went into creating such beautiful stations. From Botanicheskaya to Prospect Kosmonavtov, the stations are individually appealing and make using them more pleasant. I visited the Botanicheskaya station for the first time the other day, and my only remark is: wow! I now contemplate the implied meaning: bees and their habitat are important and should be appreciated, or the people living and working here are like worker bees? In either case, the station is beautiful and I will enjoy using it in the future as well.

In addition to the appealing settings of each station, the subway is by far the most reliable form of public transportation in Yekaterinburg. Even later in the evening, you know that the next train will be at most ten minutes away. After waiting a short time, you will then be carried quickly to your desired stop/ The only drawback is that with only one Metro line, walking a distance or using other transportation is usually also a requirement.

(Christopher Brown,  
Taken from "Your Yekaterinburg", № 10, February, 2012)

### 1. What is the difference between these words in British English and American English?

*subway – underground*

**2. Discuss in class.**

1. How often do you use the underground?
2. Which of the Metro stations in Yekaterinburg do you find the most beautiful?
3. Can you explain “the implied meaning” of their settings?

**1.4. Listening Practice 1**

**Traffic in London**

**I. Pre-listening task**

Make sure you understand these words and expressions:

*a scheme* (n) – a plan or project

*an initiative* (n) – an idea

*like* (exp) – people often use this word while thinking about what to say

*what's the point...?* – why..?

*to walk around* (phr v) – to walk in an area with no particular objective

*stock* (n) – goods in a shop

*a delivery* (n) – if there is a “delivery”, someone takes goods to a shop

*a ghost town* (n) – a town with no people in it

*you know* (exp) – people often use this to check that the other person is understanding

*do you fancy a lift?* (exp) – would you like me to take you in my car?

*I can't be bothered to wait* (exp) – I'm too tired/lazy to wait

**II. Listening and comprehension tasks:**

1. Listen to Dennis and Michael talking about a new scheme to reduce traffic in London and answer the question.

What are their opinions about the initiative?

2. Listen again and write down the arguments they give to prove their points of view.

Dennis (speaker 1):.....



Michael (speaker 2):.....

### III. Follow-up activities

Discuss in class.

1. Would you like such an initiative to be proposed in your city? Why/Why not?
2. Do you agree that something has to be done with heavy traffic in big cities? What kind of scheme do you consider convenient?

(Audio taken from “Hot English Magazine”)

### 1.5. Reading Practice 2

Work in pairs. Student A, read the text *An Accident in Minneapolis*, student B, read the text *A Rush Hour Crash*. Then tell what you have read to each other. In your retelling use the words and expressions given in the texts in **bold type**.

#### An Accident in Minneapolis

MINNEAPOLIS – The entire span of an interstate bridge broke into sections and collapsed into the Mississippi River during evening **bumper-to-bumper traffic** Wednesday, sending vehicles, concrete and twisted metal crashing into the water.

Hometown newspaper The Star-Tribune reported that nine people had been confirmed dead, 60 had been **taken to hospitals** and at least 20 **remained missing** early Thursday. The Associated Press put the number dead at seven so far.

Authorities said the death toll was expected to climb.

Asked about the possibility of finding more survivors, Fire Chief Jim Clack said, “**The likelihood is fairly slim.**”

“This will be a very tragic night when this is over,” Mayor R.T. Rybak said.

*At least 60 injured*

“There were **two lanes of traffic**, bumper-to-bumper, at the point of the collapse. Those cars did go into the river,” said Minneapolis Police Lt. Amelia Huffman. “At this point there is

nothing to suggest that this was anything other than a structural collapse.”

Sixty people – at least 10 of them children – **were injured**, said medical officials. Six individuals being treated at Hennepin County Medical Center were **in critical condition**, Dr. Joseph Clinton said. He said at least one of the victims had drowned.

Clinton said his hospital treated 28 people. The injuries were blunt force trauma to the abdomen, head, trunk and extremities.

NBC News reported that every Minneapolis **ambulance had been requested to the scene**.

A freight train was passing under the bridge when it collapsed and was cut in two, witnesses on the scene reported to MSNBC.

*No indication of terrorism*

The Homeland Security Department said the collapse did not appear **to be terrorism-related**.

(The extract is taken from: <http://www.msnbc.msn.com>)

### **A Rush Hour Crash**

FOUR people, including two police officers, were injured today after **a rush hour crash**.

All four were taken to hospital after the crash in Sunderland, but none are thought **to have serious injuries**.

The accident **happened at around 8.45 am at the junction of** Ryhope Road and Mowbray Road. The police car, a Ford Focus, **was involved in a collision with** a Hyundai Santa Fe as officers were responding to an emergency call in the city.

Two men in the Hyundai and two female police officers were taken to Sunderland Royal Hospital **for treatment**.

A spokesman for Northumbria Police said: “**An investigation** into the circumstances of the collision **is now under-way**.”

**The road was closed for several hours** following the accident.

(The extract is taken from: <http://www.thenorthernecho.co.uk/news>)

**Discuss in class.**

1. Have you ever witnessed a road accident?
2. Have you ever *broken traffic rules*? Or do you always *observe* them?

**1.6. Writing Practice**

Study the words given below and write a newspaper article about a road accident. You may also use the words and expressions from the texts in 1.5.

- Crash – an accident in which a vehicle hits something, for example another vehicle, usually causing damage and often injuring or killing the passengers.
- Collide (noun “collision”) – if two people, vehicles, etc. collide, they crash into each other; if a person, vehicle, etc. collides with another, or with something that is not moving, they crash into it.

e.g.

- *The car and the van collided head-on in thick fog.*
- *Two trains collided head-on.*

Collide with something/somebody e.g. *The car collided head-on with the van.*

- Hit-and-run (adj.) – (of a road accident) caused by a driver who does not stop to help

e.g.

- *a hit-and-run accident/death*
- *a hit-and-run driver* (= one who causes an accident but drives away without helping)

- Knock down/knock over – to hit someone with a vehicle so that they are injured or killed

e.g. *Sue was knocked down just yards from her home.*

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- Run into – to hit someone or something by accident when you are driving.
- Run over – (of a vehicle or its driver) to knock a person or an animal down and drive over their body or a part of it.
- Write-off (verb “to write-off”) (BE) – a vehicle that has been so badly damaged in an accident that it is not worth spending money to repair it  
e.g. *She survived the crash with minor injuries, but the car was a write-off.*
- Total (inf) – to completely destroy a vehicle.

### 1.7. Vocabulary Practice 2

1. Guess the meanings of the given words and explain them in English.

Chauffeur, drink-driver, learner driver (BE)/a student driver (AE), sleeping policeman/speed hump, speed camera, traffic island, driving licence, driving school, speeding, parking lot.

*What do you think the difference is between a biker and a motorcyclist?*

2. Match the words with their meanings.

1 Back seat driver	a) a person driving a car
2 Designated driver	b) the job of controlling traffic that is done by a police officer standing in the middle of the road
3 Jaywalker	c) to measure the speed at which somebody/something is traveling
4 Motorist	d) a person who drives in a dangerous way without thinking about the safety of other road users
5 Lollipop lady/man	e) the system of making drivers pay to use busy roads at certain times
6 Road hog	f) a place on a road where you can

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	stop the traffic and cross by operating a set of traffic lights
7 Bus/cycle lane	g) a woman/man whose job is to help children cross a busy road on their way to and from school by holding up a sign on a stick telling traffic to stop
8 Park and ride	h) a person who crosses a street illegally where cars do not usually stop or without paying attention to the traffic
9 To clock	i) to change direction suddenly (especially of a vehicle), especially in order to avoid hitting somebody/something
10 Pelican crossing	j) a passenger in a vehicle who keeps giving advice to the driver about how he or she should drive
11 Point duty	k) a part of a road that only buses/bicycles are allowed to use
12 Road pricing	l) a system designed to reduce traffic in towns in which people park their cars on the edge of a town and then take a special bus or train to the town centre; the area where people park their cars before taking the bus
13 To swerve	m) a person who agrees to drive and not drink alcohol when people go to a party, a bar, etc.

### 1.8. Translation Practice

I. Translate the sentences into Russian. Try to give a good literary translation.

1. I always leave my car in the park and ride because there are terrible traffic jams in the centre and bus lanes are a blessing.
2. He was driving over the 60 mph speed limit, no wonder he was fined.

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3. The brakes failed and the car crashed into a tree.
4. He honked the horn but it was too late, his car knocked down the jaywalker. 'It's his fault, but I'm not hit-and-run', he thought and braked the car at the kerb.
5. She swerved sharply to avoid a cyclist.
6. – Yesterday the police clocked me doing over 100 miles an hour. It's going to be my first fine...
7. My first fine was for running *through a red light*.
8. Sam is a teetotaler so he is our usual designated driver.
9. Finally, they have installed a pelican crossing at this junction. It is more convenient here than ordinary traffic lights as there are not so many pedestrians and the roads are really busy.
10. I will never drive if his wife is in the car! That back seat driver gets on my nerves!
11. Recently, the lollipop lady was removed from outside the school, although she had worked there for some years.
12. In England people always *queue up for* the public transport. They get really annoyed with *queue-jumpers*.

II. Translate the sentences into English. Try to give a good literary translation.

1. Я как раз собираюсь в тот новый огромный торговый комплекс, что построили на окраине. Подвезти тебя?
2. Он понял, что сел не в тот троллейбус, и вышел на остановке «Амундсена».
3. Прежде чем переходить улицу, посмотрите налево, а затем направо. Даже если горит зелёный, убедитесь, что на дороге нет лихачей.
4. В часы пик транспорт переполнен, мне всегда приходится проталкиваться к выходу.
5. – Есть ли разница между платой за проезд в разных городах? – Да, в некоторых, например, плата за проезд в метро зависит от расстояния.

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6. Вчера я стал свидетелем автомобильной аварии. Никто из водителей и пассажиров серьёзно не пострадал, но машины восстановлению не подлежат.
7. – В вашем городе все улицы заасфальтированы? – Нет, наш город старый, и в нём сохранились узкие улочки, вымощенные камнем. Я люблю там гулять.
8. Здесь двустороннее движение, но обгон запрещён. К тому же много лежачих полицейских, будь внимателен.
9. Как только я получу водительские права, я обязательно поеду в отпуск на машине.
10. Я вышел из дома в 8:45 и опоздал на автобус. Пришлось идти пешком до перекрёстка и садиться на трамвай. Жаль, что рядом с моим домом нет станции метро.
11. Здесь нет светофора, движение регулируется постовым.
12. Этот проспект очень широкий, на нём даже есть «островок безопасности» на случай, если вы не успеете перейти дорогу.

### 1.9. Speaking Practice 2

Discuss in class. Use all the necessary vocabulary from the tasks above.

1. Public transport in our city, advantages and disadvantages.
2. Is driving your cup of tea?
3. Road pricing and park and ride systems, can they help to reduce traffic?
4. Bicycles and kick scooters – a good way out of traffic jams or a danger for all the road users?

## 2. Asking and giving directions

### 2.1. Speaking Practice 1

1. The plan below shows a number of destinations marked with letters (A to L). Look at the plan, find the destinations using the given directions then give the same directions to the required destinations.

A) Follow these directions. To which destinations do they take you?

a) Go down this road and take the second turning on the right.

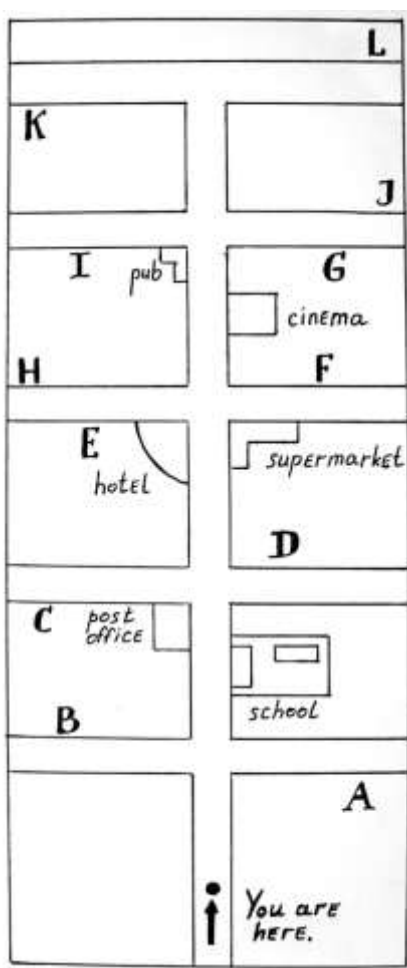
b) Go straight along this road and take the third turning on the left. Your destination is on your left.

B) Now give the same directions to the destinations A, B, F.

C) Follow these directions. To which destinations do they take you?

a) Keep straight on until you get to the end of the road then turn right.

b) Go along this road as far as the hotel, and then turn left. Your destination is on your right.





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- c) Go straight down the road and turn left at the post office.  
D) Now give the same directions to the destinations K, I, F.  
E) Follow these directions. To which destinations do they take you?  
a) Keep straight on past the school and then take the first turning on the right.  
b) You go down this road and take the first turning on the right after the cinema. Your destination is on your left.  
F) Now give the same directions to the destinations C, G, I.

2. Study the examples of using the prepositions of location. Draw the pictures for every sentence. Compare them with your neighbour's.

- 1) The bank is *near* the supermarket.
- 2) The hotel is *next to* the restaurant.
- 3) The newsagent's is *in front of* the bakery.
- 4) The Opera House is *opposite* the University.
- 5) The post office is *on the corner of* High street and Walker street.

### 2.2. Reading Practice 1

Read the dialogues paying attention to the expressions in *italics*.

- 1) – Excuse me, *I'm a stranger* here. *Could you tell me the way to* the History Museum?  
– I certainly can. *It's 10 minutes' walk* from here. *Go down this street* and *turn left at* the traffic lights.  
– Thank you.
- 2) – Sorry to bother you, *which is the shortest way to* the Central Shopping Mall?  
– You'd better *take tram 18* and *get off at* "Central square" stop.  
– I would prefer to walk.  
– Oh, *it's quite a distance from here*. You *go up the street* and in five minutes you'll see a big roundabout. *Turn*

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*right* there and *walk along* St. James street. *Keep straight on*, the Central Shopping Mall is *on the left*.

- *How long will it take me to get there?*
- *It's a forty-minute walk*, not less.
- Many thanks.
- Not at all.

3) – Excuse me, *am I on the right bus to* the hotel “Diamond”?

– Oh, no, you should *get off at the next stop* and *change on to/for* trolleybus №4. It will *take you to* Fisher street, the hotel is *a stone's throw from* there.

4) – Could you please help me to find Castle street, 23?

– Certainly. You can *go by underground* from here or you may *take the bus at* Nelson Street.

- *How do I get to* the bus stop?
- *Go along here past* the bookshop and *cross the street*.
- *At what stop do I get off?*
- At Castle Street.
- You've been most helpful.

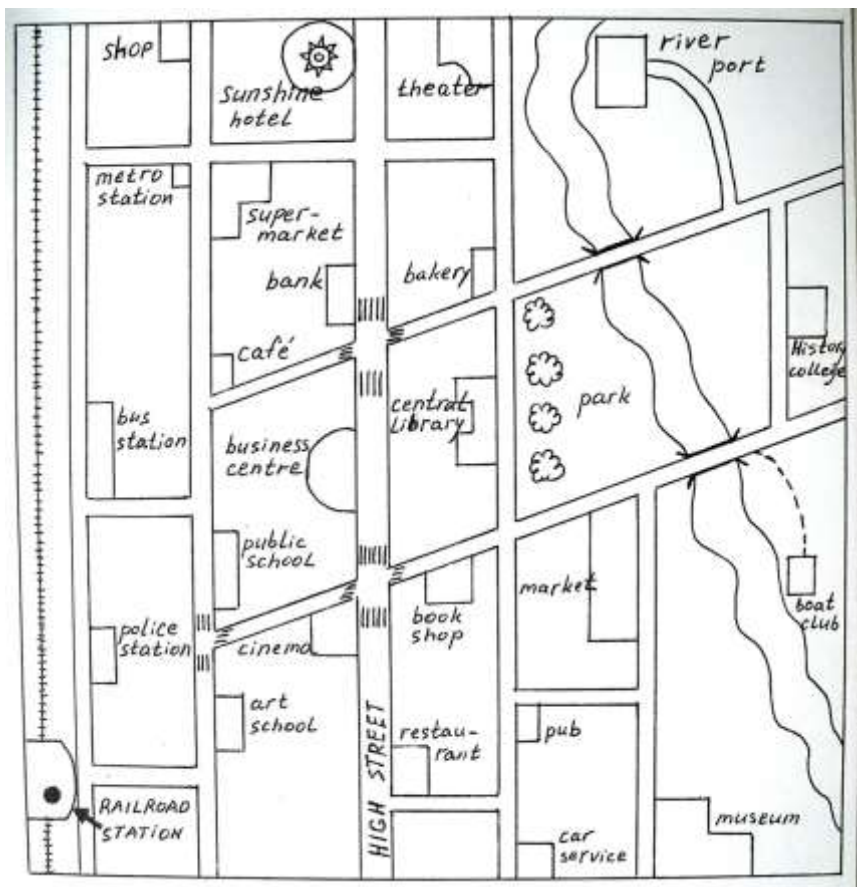
***How do you understand in what direction you are going – up or down the street?***

### 2.3. Speaking Practice 2

1. Work in pairs. Make up your own short dialogues using the examples above and all the necessary expressions from exercise 2.1.-2.2. You may ask each other about real or imaginary destinations.

2. Work in pairs. Take turns and ask each other how to get from the railroad station (marked on the map) to the following destinations:

- |                                |                           |
|--------------------------------|---------------------------|
| – <b>the «Sunshine» hotel;</b> | – <b>the bank;</b>        |
| – <b>the central library;</b>  | – <b>History college;</b> |
| – <b>the river port;</b>       | – <b>the museum</b>       |



Now decide you are somewhere else on the map. Ask your partner how to get to any place you want.

## 2.4. Grammar Practice

Study the rules and do the following exercises.

## ARTICLES WITH SOME GEOGRAPHICAL AND PROPER NAMES

### ➤ Zero article:

Names of cities, towns, villages, streets, squares, bridges, parks, airports, sea ports, bays, separate mountain peaks, separate islands, waterfalls, railway and metro stations, bus/trolleybus/tram stops, educational establishments.

### Exceptions.

- *the Arbat* (and some other streets), *the Gorki Park* (and some other parks), *the Hague* (г. Гаага в Голландии)

### ➤ The definite article:

1. Names of rivers, lakes, seas, oceans, channels, canals, straits, mountain chains, groups of islands, countries with administrative terms in the name.

BUT when the name of the lake is preceded by the word “lake”, zero article is used: *Lake Ladoga*.

2. Unique buildings and constructions: *the Kremlin*, *the White House*, *the Winter Palace*, etc.

BUT if the name includes an attribute expressed by a proper name (a name of a person or place), ZERO article is used: *Westminster Abbey*, *Buckingham Palace*, *London Zoo*, *Edinburgh Castle*, etc.

3. Names of theatres and cinemas, concert halls, clubs, picture galleries, museums, monuments, memorials.
4. Names of hotels and restaurants.

### ➤ Note the pattern when the definite article is always used (a common noun + of + a proper name):

*The city of New York*, *the Gulf of Mexico*, *the Strait of Dover*, *the University of London*, etc.

***Exercise 1. Give your own examples of the above-mentioned use of articles.***

***Exercise 2. Fill in the gaps with a, the – (zero article).***

1. ...«Kurumoch» airport is located between ... Samara and ... Togliatti.
2. ... Brooklyn Bridge is ... oldest in ... USA.
3. ... largest seaport in ... Russia is ... Novorossiysk Port in ... Tsemesskaya Bay.
4. ... «Prospekt» is considered one of ... best restaurants in ... St. Petersburg.
5. ...Okhotniy Ryad station is ... stone's throw from ... Red Square.
6. ... «Salute» cinema is closed now.
7. ... Lenina street runs west to east of our city.
8. You can admire ... city of ... Yekaterinburg from ... roof of ... «Vysotskiy» business centre.
9. There is ... fountain in ... Labour Square.
10. Can you go up ... Empire State Building for free?

***Exercise 3. Translate the sentences into English. Try to give a good literary translation.***

1. Чтобы добраться до гостиницы «Маринс-Парк», вам нужно пройти до конца улицы и повернуть направо.
2. «Музей детской книги» находится на улице Пролетарской. Перейдите дорогу на светофоре, пройдите вверх по Первомайской и поверните на втором перекрёстке направо.
3. Это всего лишь прогулка минут на двадцать. Мы дойдём по улице 8 Марта до цирка, Уральский государственный экономический университет находится прямо напротив него.
4. Этот троллейбус не довезёт вас до вокзала. Выйдите через одну остановку и переседайте на 1, 9 или 11.
5. Перейдите через мост, поверните направо возле станции метро, идите всё прямо мимо парка, здание номер 28 стоит прямо на углу Радищева и 8 Марта.

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6. Спорткомплекс «Динамо» довольно далеко отсюда, лучше поехать на метро. Ближайшая станция в нескольких шагах.
7. На какой остановке мне выйти, чтобы попасть к кукольному театру?
8. Сколько времени нам понадобится, чтобы доехать от УрФУ до площади Советской Армии?
9. Город Новосибирск стоит на реке Оби.
10. – Извините, не могли бы вы подсказать дорогу до Широкореченского мемориала? – Конечно. Езжайте на 37 автобусе до остановки Контрольная, а потом пройдите немного назад по улице Репина.

### 2.5. Speaking Practice 3

Work in groups of 3 or 4. Play a game: one is telling the way from the University (or another point you decide about, it must be named) to some destination in the city (it must not be named) and the others try to follow the direction and guess the destination.

## 3. Places of interest

### *Vocabulary on City II*

№	Word or expression	Transcription	Translation
1	be founded <b>in... by...</b>		
2	the foundation (of the city) dates back to...		
3	trace one's history back to...		
4	owe one's origin <b>to...</b>		
5	highly developed		
6	backward		
7	provincial		
8	district		
9	settlement		

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10	population		
11	arrive <b>in</b> (a city, a country)/arrive <b>at</b> (an airport, a station)		
12	be/come/go <b>on</b> business/ <b>on</b> holiday		
13	be/come <b>on</b> a visit/make a visit		
14	industrial/cultural centre		
15	places of contemporary interest/of public entertainment		
16	guide, guide-book <b>to</b> ...		
17	see/do the sights		
18	go sightseeing/do some sightseeing		
19	go <b>on</b> excursion		
20	see/do/tour a city		
21	make a tour of... (the cathedrals)/go <b>on</b> a tour		
22	be <b>a</b> must ( <b>for</b> visitors)		
23	impress smb/make an impression <b>on</b> smb		
24	deep/unforgettable/lasting impression		
25	get a good idea of... (a city)		
26	look/have a look round the shops		
27	buy souvenirs		
28	touristy		
29	pull down/demolish		
30	erect (a house)		
31	unveil a monument <b>to</b> ...		

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32	art gallery		
33	hold a collection <b>of</b> ...		
34	mansion/estate		
35	magnificent		

### 3.1. Vocabulary Practice 1

Complete the sentences using the expressions from the task above.

1. Our city ... .. to a *metallurgical plant*.
2. We left Omsk in the afternoon and ... .. Novosibirsk in the evening.
3. This town is developing slowly and is still too ... .
4. The Art Museum ... .. great paintings *from around the world*.
5. Yesterday it was raining and we didn't go ... .
6. She comes from a small ... town and big cities always ... .. on her.
7. – Have you come to our city ... ..? – No, I am ... .. and I'm free to do anything I want!
8. I bought a ... .. Oslo in order not to get lost and to read about the most popular ... .. .
9. When did they ... .. to the founders of the city?
10. – I'm keen on architecture, let's ... .. around the old part of the city! – Personally, I would prefer having ... .. first. In the Central Department Store you can buy beautiful ... .

### 3.2. Vocabulary task 2

Read the meaning of the following words:

- Historic – important in history; having influence on history.
- Historical – connected with history as a study, based on events in the past.



**Make up collocations with them and the words in the box and put them in the sentences of your own.**

*e.g. historic place, historical book etc.*

battle, meeting, society, play, building, novel, site, document, declaration, research, event, film

### **3.3. Translation Practice 1**

Divide into three groups (A, B, C) and do the following exercises.

***Exercise 1. Each group takes one of the texts given below and translate it into English. Try to give good literary translation. Check with your teacher.***

**А.** История Екатеринбурга ведет отсчёт с 1723 года, когда по приказу Петра I на реке Исети был основан завод-крепость. Место для завода выбрал Василий Татищев, строительство крупнейшего в Европе железоделательного завода было завершено под руководством Вильгельма де Геннина. Новый город был назван в честь императрицы Екатерины I.

Исторический день рождения Екатеринбурга – 18 ноября 1723 года. Именно в этот день (7 ноября по старому стилю) завод начал свою работу. Однако День Города сейчас отмечают летом.

**В.** Екатеринбург всегда был промышленным городом. 3 сентября 1783 года состоялось торжественное открытие проложенной через молодой город главной дороги Российской империи – Большого Сибирского тракта. Это превратило Екатеринбург в транспортный и торговый центр. Таким образом, Екатеринбург стал городом-ключом к бескрайней и богатой Сибири, «окном в Азию», подобно тому, как Санкт-Петербург был российским «окном в Европу».

**С.** Если бы мы смогли отправиться на экскурсию по Екатеринбургу начала XX в., то, конечно, не увидели бы небоскрёбов вроде «Высоцкого». Среди одно- двухэтажных

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домов самыми высокими зданиями были церкви, многие из которых были снесены после революции.

Зато уже тогда мы смогли бы полюбоваться великолепным ансамблем Харитоновской усадьбы и другими купеческими имениями, в также красивым кирпичным зданием мельницы Борчанинова на улице Северной (сейчас – Челюскинцев).

***Exercise 2. Make up groups of three so that in every new group there were students from A, B, and C groups. Tell each other your texts in English.***

### **3.4. Speaking Practice 1**

Discuss in class:

1. Are you interested in the history of your city/town? What do you know about it?
2. Before visiting another city, do you try to find out about it? What kind of information do you look for?
3. When you *take a trip to* another city what do you prefer visiting: museums, theatres, cinemas, shops – or just walking around the streets?

### **3.5. Listening Practice 1**

#### **My top five cities**

#### **I. Pre-listening tasks**

1. Look at the pictures. What cities in what parts of the world are these? Make your guesses.

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1.



2.



3.



4.



5.



2. Make sure you understand these words and expressions:

*cosmopolitan (adj)* – including people from many different countries.

*buzz (n)* – an atmosphere of excitement and activity

*accommodation (n)* – a room, group of rooms, or building in which someone may live or stay.

*Pharaonic times (exp)* – the times when pharaohs reigned in Egypt

*exquisite (adj)* – extremely beautiful and delicate

*antiquities (n)* – relics or monuments (such as coins, statues, or buildings etc.) of ancient times

*jam-packed (inf.)* – full, crowded

*circuit (n)* – a roughly circular line, route, or movement that starts and finishes at the same place

*intact (adj)* – not damaged in any way; complete

*tourist route (exp)* – an established or selected course for travel

*laid-back (adj)* – relaxed and easy-going

## II. Listening and comprehension tasks

1. Listen to the interview with Miles Roddis telling about his top five cities and find out the cities in the pictures.
2. Listen again and write down what special Miles find about every city.

## III. Follow-up activities

1. Make a list of your top five cities you have a personal connection with. Compare it with your groupmates'.
2. Chose one of the cities on your list and prepare to talk about it. Tell about where it is located, what it is mostly known for, what places of interest there are, what is special for you in this city, add any more detail you like.

(Audio taken from "English Files, upper-int.")

## 3.6. Reading Practice 1

Read the texts given below and make up two lists: British places of interest and London places of interest.

### *Places of Interest in Great Britain*

Britain is rich in its historic places which *link the present with the past*.

The oldest part of London is Lud Hill, where the city is originated. About a mile west of it there is Westminster Palace, where the king lived and the Parliament met, and there is also Westminster Abbey, the coronation church.

Liverpool, the "city of ships", is England's second greatest port, *ranking* after London. The most interesting sight in the Liverpool is the docks. They occupy a river frontage of seven miles. The University of Liverpool, established in 1903, is noted for its School of Tropical Medicine. And in the music world Liverpool is a *well-known* name, for it's the home town of "The Beatles".

Stratford-on-Avon lies 93 miles north-west of London. Shakespeare was born here in 1564 and here he died in 1616. Cambridge and Oxford Universities are famous centres of learning.

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Stonehenge is a *prehistoric monument*, presumably built by Druids, members of an order of priests in ancient Britain. Tintagel Castle is King Arthur's reputed birthplace. Canterbury Cathedral is the seat of the Archbishop of Canterbury, head of the Church of England.

The British Museum is the largest and richest museum in the world. It was founded in 1753 and contains one of the world's richest collections of antiquities. The Egyptian Galleries contain human and animal mummies. Some parts of Athens' Parthenon are in the Greek section.

Madam Tussaud's Museum is an *exhibition* of hundreds of life-size wax models of famous people of yesterday and today. The collection was started by Madam Tussaud, a French modeller in wax, in the 18th century. Here you can meet Marilyn Monroe, Elton John, Picasso, the Royal Family, the Beatles and many others: writers, movie stars, singers, politicians, sportsmen, etc.

(Taken from [www.native-english.ru](http://www.native-english.ru))

### ***London Places of Interest***

London is not only the *political, economic and cultural centre* of the United Kingdom. It is the main *tourist attraction* of the country. There are a lot of places of interest in London which attract thousands of tourists every year. They usually want to see Westminster Abbey, the Houses of Parliament, Buckingham Palace, St. Paul's Cathedral, the Tower of London.

Westminster is now the political centre of London. In the 11th century King Edward the Confessor decided to build a great abbey church there. There are many royal tombs in the Abbey, like the tomb of Edward the Confessor himself, and memorials to famous men and women. The most popular ones are those to writers, poets and musicians in the Poet's Corner. William the Conqueror was crowned there, and since then all the coronations have taken place in the Abbey.

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During the reign of Edward the Confessor the Palace of Westminster was built, too. It was *the royal residence* and also the country's main court. The Parliament met here since the 16th till the 19th century. The present Houses of Parliament were built after the fire in the Palace of Westminster in 1834. There are two houses in the Parliament: the House of Lords and the House of Commons. St. Stephen's Tower of the Houses of Parliament contains the famous Big Ben.

Buckingham Palace is the Queen's official London residence. Londoners usually watch the Changing of the Guards in the forecourt of the palace. It lasts about 30 minutes.

St Paul's Cathedral is Sir Christopher Wren's *masterpiece*. It was built since 1675 until 1709. It is crowned with a huge dome. Inside the dome there is the famous Whispering Gallery. There are many memorials in the Cathedral, including memorials to Wellington and Nelson.

The Tower of London is associated with many important events in the British history. It has been a *fortress*, a palace, a prison, a *mint*. The Tower of London is famous for its prisoners, like Sir Thomas More and Guy Fawkes. The White Tower was built by William the Conqueror to protect the city. The Tower is guarded by «Beefeaters», the Yeomen Guards.

London is noted for its museums and art galleries. Among them are the National Gallery, the National Portrait Gallery, the Tate, the Museum of London, the Museum of Moving Image, Madame Tussaud's Museum and many others.

(Taken from <https://lingust.ru>)

- 1. Look through the texts once again and write out the names of the famous people mentioned there.**
- 2. Distribute the places of interest and the people so that every student has a name and prepare to tell about it in class.**



### 3.7. Listening Practice 2

#### How to conquer London on a shoestring

##### I. Pre-listening task

Make sure you understand these words and expressions:

*on a shoestring (exp. inf)* – spending very little money

*cheapskate (n inf)* – a person who doesn't like to spend much money

*tip (n)* – piece of advice

*godsend (n)* – a fortunate coincidence

*quid (n)* – one pound

*tad (n inf)* – a little bit

*hang out (v)* – to spend time

*takeaway (n)* – a meal to take home from a special restaurant

*walk in the park (exp)* – a very easy task

*judicial (adj)* – relating to the administration of justice

*hassle (n)* – trouble, bother

*real find (exp inf)* – a valuable discovery

*at no cost (exp)* – for free

*busk (v)* – to play music in the street for money

*audition (v)* – to check if smb is skillful enough for a role or job as a singer, actor, dancer, or musician

*inner city (exp)* – the area near the centre of a city, especially when associated with social and economic problems

*top up a card (exp)* – to add money

*take in (exp)* – to go to see something of interest

##### II. Listening and comprehension tasks

Listen to the recording once and choose the correct ending of the sentences:

1. *The best place to stay at in London is*

- a) a hostel
- b) a campsite
- c) a student hall of residence

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2. *If you want to dine in a restaurant*
  - a) visit your local supermarket
  - b) go to a Chinese or an Indian, a pizza or a fish and chips
  - c) read the menu by the entrance before going in
3. *The Peter Pan Statue is situated in*
  - a) Hyde Park
  - b) Regent's Park
  - c) Highgate cemetery
4. *The tours of the Houses of Parliament during the summer are*
  - a) £12
  - b) not possible
  - c) free
5. *The students of the Royal Academy of Music perform under top conductors*
  - a) at no cost on Fridays
  - b) in Leicester Square
  - c) in the college on Marylebone Road

### Answer the questions:

1. What is the cheapest way to travel in the inner city?
2. What was Christopher Wren's advice to those people who wanted (to see) a monument?
3. Why is it necessary to buy a guidebook to London?

**Listen to the recording once again and put down all the useful links mentioned in the recording (8).**

### III. Follow-up activities

Give the English equivalents:

Почти что даром  
Во время каникул  
Попытать счастья  
Со всего мира

В общественных местах  
В метро  
Задержаться (в к.-л. месте)

(Audio taken from «Cool English»)

### 3.8. Reading Practice 2

#### Tourism perspective for Yekaterinburg

##### 1. Discuss in class:

- ✓ Do you think Yekaterinburg is a tourist city? Can it be called “touristy”? Why/Why not?

##### 2. Now divide into four groups: A, B, C and D – look at the picture and discuss inside your group different points concerning tourism in Yekaterinburg:

- ✓ Group A – strengths (what can help to develop tourism)
- ✓ Group B – weaknesses (what can prevent from developing tourism)
- ✓ Group C – opportunities (what is being done or can be done to attract tourists)
- ✓ Group D – threats (what can stop tourists from coming here)



**When you are ready share your ideas with other groups.**

**1. Read the articles and compare your ideas with the ones given there.**

### **STRENGTHS**

- Its position on the trans-Siberian railway means that Yekaterinburg is a convenient location to stop for a few days for tourists and backpackers trying to cross Russia.
- The city has an increasingly impressive **array** of options when it comes to accommodation, and it is certainly the most reasonable base for those wishing to explore the Urals.
- The city has a charm of its own, with a striking mix of architecture and some great cultural and historical attractions.

### **WEAKNESSES**

- Yekaterinburg's legacy as a centre for mining and industry and as a major site for mafia warfare during the 90s have given the city a less than glamorous reputation.
- Many of the trans-Siberian railway travellers, who are a natural tourist market for Yekaterinburg do not **break their trip** there, but simply go straight through from Moscow to Irkutsk.
- Despite improving infrastructure, Yekaterinburg may remain more of an attraction for business travellers than for tourists.

### OPPORTUNITIES

- Yekaterinburg has a steadily improving infrastructure, with more and more connections to the outside world through Koltsovo airport.
- The city's government is determined to attract more income from tourism and seems keen to attract investment in the tourism sector.
- Modernization of the region's ski resorts, as well as an upgrade of the roads leading to them, could also help to draw in tourists.

### THREATS

- The hassle involved in getting a Russian tourist visa will probably continue to deter many travellers from visiting.
- Drawing tourists away from Saint Petersburg and Moscow may prove difficult.
- The city's most natural tourist is the **hardy** backpacker, particularly since the city receives a good write-up in *Lonely Planet*.

(Taken from "Oxford English for Careers")

## 2. Discuss in class:

- ✓ Where do you think one can find this analysis? Who is it written for?
- ✓ Do you find it up-to-date? Or has anything changed already?

## 3.9. Speaking Practice 2

### City Excursion

#### 1. Make up a route

Decide of a tourist route which will take you past various sights of Yekaterinburg. There should be the same number of sights as that of the students in the group (or more).

## **2. Prepare a speech.**

Distribute the sights among the students and let everyone prepare to tell about the chosen sight (if there are more sights than the students let volunteers take two).

## **3. Decide on proper time according to your time-table and go on excursion ☺**

### ***Possible suggested route:***

(Start from Dinamo metro station) the monument to Peter and Fevronia of Murom – Temple-on-Blood – the monument to Pushkin (in Proletarskaya st.) – (Pervomayskaya st.) the Sverdlovsk State Academic Phylarmonic – Metenkov's house – Soviet Army Square and “Black Tulip” – (in Lunacharskogo st.) “Chekists' Town” – (in Lenina st.) the Opera House – the monument to Sverdlov – the building of Ural Federal University – the “Coliseum” – Labour Square with the fountain “Stone Flower” and St. Katherine's chapel – the monument to the Founders of the city – the water tower – the Dam – Square of 1905 (finish at metro station “Square of 1905”).

## ***4. Consolidation exercises***

### **4.1. Reading Practice**


#### **Megacities**

**1. Read the introduction to the article and discuss the questions below in class.**

## Andrew Marr's Megacities

BBC | Wednesday 8.00 p.m.

By 2050, 70% of the world will live in cities, and by the end of the century three-quarters of the entire planet will be urban. There are now 21 cities called 'megacities', i.e. they have more than 10 million inhabitants. In Andrew Marr's BBC series *Megacities* he travelled to five of these cities, including Tokyo and Mexico City.




- ✓ What advantages of living in such cities can you name?
- ✓ In what way can these cities be attractive for tourists?
- ✓ What are the main problems for the people living in megacities?

**2. Read the articles about Tokyo and Mexico City and compare your ideas with the information from the texts.**

## TOKYO

**T**okyo, with a population of 33 million people, is by far the largest city in world. It's also the most technologically advanced, and the city runs like digital clockwork. The automated subway\*, for example, is so efficient that it is able to transport almost eight million commuters every day and on the rare occasions that it goes wrong, nobody believes it. If you are late for work in Tokyo and, as an excuse, you say that your train was late, you need to provide written proof from the train company. The idea of late trains is almost unthinkable. There is very little crime, violence, or vandalism in Tokyo and the streets are safe to walk by day or night. There is also relatively low unemployment compared to other big cities in the world.





But such a huge population creates serious problems of space, and as Marr flew over Tokyo in a helicopter he saw football pitches, playgrounds, even driving schools constructed on top of buildings. Streets, parks, and subways are extremely overcrowded. Property prices are so high and space is so short that a family of six people may live in a tiny flat of only 25 square metres.



There are other problems too, of alienation and loneliness. The *Hikikomori* are inhabitants of Tokyo who cannot cope with 'the mechanical coldness and robotic uniformity' of a megacity and have become recluses, rarely or never leaving their homes. There is also a new business that has grown up in Tokyo which allows friendless people to 'rent a friend' to accompany them to a wedding or just to sit and chat to them in a bar after work.



Another strange group of people are the *Hashiriya*, Tokyo's street racers who risk their lives driving at ridiculous speeds along the city streets. During the week these men have ordinary jobs and they're model citizens. But on Saturday nights they spend the evening driving through the city as fast as they possibly can. It's a deadly game, but it's just one way of escaping the daily pressures of life in the metropolis.

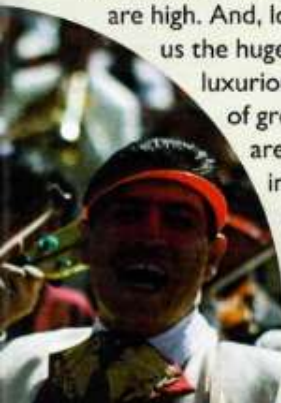
\* the underground or metro system

## MEXICO CITY


**A**s a complete contrast to Tokyo, Marr takes us to Mexico City, a colourful and vibrant city of about 20 million people where people live their lives in the street. Marr says that 'in Mexico City, food and friendship go hand in hand'. The city is full of taco stands and cafés where people meet and socialize and Mariachi bands stroll through the boulevards and squares playing songs for money. And on Sundays people of all ages gather to dance in the street.



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But it's a city with problems of its own, too. It can take two-and-a-half hours for commuters to drive to and from work in the rush hour through choking traffic fumes, and pollution levels are high. And, looking down from a helicopter, Marr shows us the huge social divide. On one hillside we see massive, luxurious houses and on the next hill, slums. It's a city of great wealth but also extreme poverty, and there are many homeless people. Because of this social imbalance it can be a dangerous city too, with high levels of crime, especially kidnapping. In fact, there are boutiques which sell a rather special line in men's clothes: the shirts, sweaters, and jackets look completely normal but are in fact bulletproof, made of reinforced Kevlar.



But despite the crime, the traffic, and the pollution Andrew Marr describes Mexico City as 'a friendly, liveable place' and the most enjoyable megacity of all that he visited.

(Taken from "English Files, upper-int.")

### 3. Explain the following:

- ✓ the Hikikomori
- ✓ the Hashiriya
- ✓ Mariachi bands
- ✓ Kevlar

### 4. Discuss in class:

- ✓ If you had to live for some time in Tokyo or Mexico City (because of work or study for example) what city would you choose? Why?
- ✓ Does your city suffer from any of the problems mentioned in the articles? If yes which ones?
- ✓ What city (region) in your country do you think...?
  - is the most multicultural

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- has the highest rate of unemployment
- has the most serious pollution problems
- has the widest range of entertainment
- has the best system of public transport
- is the best for living

### 4.2. Vocabulary Practice

Fill in the gaps with prepositions where necessary.

a) When you are walking around the city, be careful and observe ... the traffic rules. Always stop ... a red light and cross the road only ... the green light or ... a zebra crossing. Otherwise, you can be knocked ... or even run ... a car. Remember, in England traffic keeps ... the left.

If you are waiting ... a bus, don't jump ... the queue. People always get very annoyed ... queue-jumpers. Never speak ... the man ... the wheel! And don't forget to pay ... the fare.

b) (in the bus)

– Are you getting ... ?

– I'm not sure I should. Am I ... the right bus to the Opera House?

– No, you should get ... the next stop and change ... tram 13. It stops ... the Hotel, the Opera House will be ... your right.

c) – I hate going anywhere ... rush hour!

– And I hate drivers who are going ... full speed even ... rush hour.

– Right you are! They pay no attention ... the traffic signs and are always trying to go ... a red light!

### 4.3. Translation Practice

Translate into English

1) Простите за беспокойство. Не могли бы вы подсказать мне, как добраться до гостиницы «Россия». – Идите прямо по этой улице, поверните налево возле книжного ма-

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газина и через пару минут вы увидите гостиницу. – Большое спасибо. – Не за что.

2) Возможно, этот маленький провинциальный городок, расположенный на берегу реки, лет через пятьдесят превратится в большой промышленный центр.

3) Мы прибудем в Санкт-Петербург завтра в семь часов вечера. Ты нас встретишь на вокзале? – Да, конечно. Мы возьмём такси. По пути к моему дому мы проедем мимо нескольких достопримечательностей северной столицы.

4) Сколько времени мне понадобится, чтобы добраться до аэропорта? – Около часа, если вы поедете на автобусе. Лучше сядьте на метро. – А где ближайшая станция? – Идите вниз по улице до красного девятиэтажного дома, перейдите дорогу и поверните налево. Станция метро прямо напротив супермаркета.

5) Ты уже купил сувениры? – Нет, я собираюсь сделать это после того, как мы осмотрим город. Ты же знаешь, я просто помешан на архитектуре, а здесь такие прекрасные здания. – Да, они очень старые. Основание города относится к временам Ивана Грозного. – Жалко, что многие здания уже снесены. – Кроме того, мы просто обязаны посетить картинную галерею! – Не люблю приезжать в город, где еще ни разу не был, в командировку. Никогда нет времени осмотреть достопримечательности!

6) Не подскажите, далеко ли до Музея Природы? – Это довольно далеко отсюда. Вам лучше сесть на трамвай. – Я предпочитаю ходить пешком. – Тогда продолжайте идти всё прямо, пока не доберётесь до большой кольцевой развязки. Там сверните на улицу Ленина. Музей Природы – второе здание слева.

7) В часы пик троллейбусы всегда так переполнены, свободного места не найти! – И проход забит. Вечно приходится проталкиваться к выходу! – А когда начинается движение троллейбусов? – В шесть утра. А в восемь они уже

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полны народа. – Я живу на окраине. Говорят, в нашем районе скоро будет открыт новый маршрут автобуса. – Почему проезд на автобусе всегда дороже? – Не знаю, может быть, это зависит от... О, Боже! Я проехала свою остановку!

8) Когда новый памятник будет открыт? – Завтра. Я уверен, он произведет на всех незабываемое впечатление.

9) О чем эта книга? – Об историческом сражении при Гастингсе в 1066. О королях Гарольде и Вильяме. – Здорово! Я тоже люблю исторические романы.

10) Если я поверну за угол, там будет стоянка такси? – Знаете, она там будет, даже если вы не повернёте!

Учебное издание

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# ***ПРАКТИЧЕСКИЙ КУРС АНГЛИЙСКОГО ЯЗЫКА***

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